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ABSTRACT

The conference featured more than 40 presentations representing existing and planned innovative programs in all levels of distributive marketing education in six States. In addition to the presentations (not reproduced in their entirety in the report), there were sessions and workshops for secondary, post secondary, and adult levels and for city supervisors, teacher educators, and State supervisors, as well as for general interest audiences. Subjects included Organization for Rehabilitation through Training (ORT), instructional strategies, individualized instruction, area vocational/technical centers, small business leadership programs, adult education, miniature malls, planning programs of specialized unit, specialized programs in marketing, simulations, professional development, and informal sessions for task force groups on educating for careers in marketing and distribution, clusters, interdisciplinary approach, and training programs in business. The report includes a variety of supplementary materials related to the presentation. (MDW)

ED105205

1973
Region V - USOE
Conference For

DISTRIBUTIVE MARKETING EDUCATION

"Innovative Instructional Techniques in Distributive Marketing Education"

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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Arlington Park Towers
Arlington Heights, Illinois
October 11 - 12 - 13

CE003491

PREFACE

The following report is a summary of the presentations conducted during the 1973 U.S.O.E. Region V Distributive Education Conference. It is recommended that the reader contact either the presenter or a member of the planning committee for more information pertaining to any presentation of interest as numerous handouts and lengthy reports had to be summarized or omitted. Likewise, considerable dialogue occurred during the sessions which would be valuable.

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1973 REGION V PLANNING COMMITTEE

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Post Secondary:

Verna Stoner, Ohio

City Supervisors:

Ken MacLaren, Ohio

Adult:

Joe Tobin, Wisconsin

State Supervisors:

John Daenzer, Michigan

Teacher Education:

Dr. Mary Klaurens, Minnesota

Businessmen:

Richard Hartung, Illinois

OVERVIEW OF CONFERENCE

The purpose of this years USOE Region V Conference was to share innovative instructional techniques being implemented in the six member states. Each state was to select a maximum of fifteen attendees who are leaders within their state and who could assist in sharing the experiences gained at the conference with their colleagues at home afterwards. All presentations were by personnel actually operating or implementing an innovative effort. Topics were presented on all levels of distributive marketing education. The quality of the presentations was exceptional and the audience reaction was excellent.

One-hundred and twenty-five (125) individuals attended the conference and over forty (40) presentations were conducted - several of which were repeated. In addition, individuals were invited to attend the optional theatre party which starred Sarah Miles in "By the Skin of Our Teeth". After the theatre party, all conference attendees were invited to a hospitality hour hosted by the Illinois Foundation. An additional highlight of the conference was the optional tour of MacDonalds Hamburger University, where we had a special demonstration of training methods, equipment, and facilities.

DISTRIBUTIVE MARKETING EDUCATION CONFERENCE PROGRAM

Innovative Instructional Techniques In Distributive Marketing

THURSDAY, OCTOBER 11:

9:00 a.m. - 12:00 Noon — Registration

9:00 a.m. — Meeting, Planning Committee (Executive Committee and Task Force Chairmen)

1:00 p.m. - 2:00 p.m. — General Session

Chairman: Lauren B. Housel
Division of Vocational
and Technical Education, Illinois

Introductions: Daryl Nichols
Program Officer, VTE
U.S.O.E., Region V

Welcome: Mrs. Mary Jane Calais
Regional Commissioner
U.S.O.E. - Region V

ORT: Organization For Rehabilitation Through Training
Mrs. Robert Forrest

Keynoter: Edwin Nelson
Program Specialist
Marketing and Distribution
U.S.O.E. - Washington D. C.
Topic: Priorities for Instructional Strategies

2:00 p.m. - 3:30 p.m. — *Small Group Workshops (Each workshop limited to 30 participants)

General Interest — The Teacher's Management - Consultant Role in Individualized Instruction for Distributive Marketing

Wayne Harrison - -
11-state D. E. Consortium
Wisconsin

Presentation will be limited, so that one-half the alloted time is left for reaction, questions, or discussion of similar programs.

General Interest	Individualized Instruction Geared to Different Social-Life Styles Don Mayleben - - Mankato State College Mankato, Minnesota
General Interest	Project Lab/Coop Education Combined Program in an Area Vocational/Technical Center James Dent - - Southeastern Indiana Vocational School Indiana
General Interest	Individualized Instruction - - A Comparison of Techniques (1) Gary R. Schornack - - Waukesha County Technical Institute Pewaukee, Wisconsin (2) Scott Harding - - Suburban Hennepin A.V.T.I. Eden Prairie, Minnesota
Adult Education	Swap Shop Representatives from each state report on unique offerings and programs and an exchange of promotional materials
3:30 p.m. - 3:45 p.m.	Break
3:45 p.m. - 5:00 p.m.	The preceding workshops (with exception of "swap shop" for Adult Education) will be repeated. Participants are to choose two workshops to attend. (Limited to 30 participants.)
6:00 p.m. - 7:45 p.m.	Dinner On Your Own
8:00 p.m.	Theatre Party (Arlington Towers Theatre)
10:30 p.m.	Open House Host: Illinois Foundation for Distributive Education Paul Reibman, President Richard Hartung, Sears, Roebuck & Co.

FRIDAY, OCTOBER 12:

8:15 a.m. - 10:15 a.m. *Group Workshops

Secondary	Individualized Instruction - - Three Approaches: (1) Project Approach (Simulated Lab) Larry Hinner - - West High School Madison, Wisconsin (2) Student Contract Agreements Evelyn Bangtson - - Whiteside Area Vocational Center Sterling, Illinois (3) Individualized Projects Cal Scheuermann - - Homewood-Flossmoor High School Flossmoor, Illinois
Post-Secondary	Developing a Small Business Leadership Program for Beginning and/or Marginal Business Roger Krueger - - Wisconsin Indianhead Technical Institute New Richmond, Wisconsin
Teacher Education	(1) Individualized Distributive Teacher Education Harland Sampson - - University of Wisconsin Madison, Wisconsin (2) Individualized Instructional Techniques Ralph Wray - - Illinois State University Normal, Illinois
City Supervisors	Attend Secondary Individualized Instruction Workshops
Adult Education	(1) "To Whom Are We Selling Adult Education?" Joseph Tobin - - Gateway Technical Institute Racine, Wisconsin

* Presentations will be limited, so that time is left for reation, questions, or discussion of similar programs.

(2) Meeting the Community Need Through Adult Education
Peter Farcaino - -
Triton Community College
River Grove, Illinois

(3) Services of Small Business Administration Available to Education
Representative - - Small Business Administration
Chicago, Illinois

State Supervisors Consultants — Reports By States
John Daenzer, Chairman
Michigan

10:15 a.m. - 11:45 a.m. — General Session

Businessman's Workshop
Richard Hartung - -
Sears, Roebuck & Co.

(1) Marsh Supermarket D. E. Program
William E. Ables, Vice President - -
Industrial Relations
Marsh Supermarket, Inc.
Yorktown, Indiana

(2) Evaluation of Rockford Area Job Opportunities by Vocational Counselors
Don Johnson - -
Rock Valley College
Rockford, Illinois

(3) The Newspaper In The Classroom
Lloyd Anderson
Public Relations Department
The Indianapolis Star and Indianapolis News
Indianapolis, Indiana

11:45 - 1:00 p.m. — Lunch On Your Own

1:00 p.m. - 2:30 p.m. — *Specialized Programs

Secondary

(1) The Miniature Mall-A Means Of Maximizing Instruction In Distributive Education
Richard Guyor - -
Carmen School District
Flint, Michigan

(2) Model Store
Jim Olin - -
Montevideo High School
Montevideo, Minnesota

Post-Secondary

(1) Supermarket Management
Edwin Giermak
College of DuPage
Glen Ellyn, Illinois

(2) Travel Planner
Judy Sparrow
Dakota County A.V.T.I.
Rosemount, Minnesota

Teacher Education

(1) Pride - Program for Improvement of D. E.
Peter Haines
Michigan State University
E. Lansing, Michigan

City Supervisors

(First Half)
Planning For a Total Program
of Specialized Units
Ken MacLaren
Tolego, Ohio

(Second Half)
Meeting with State Supervisor-Consultants

Adult Education

Attend Post-Secondary Schedule

Businessmen

Attend Program of your Choice

State Supervisors

Current and Projected Problems
For General Discussion
with U.S.O.E., V.T.E. Staff
William Lewis
Homer Edwards
Robert Hewlett
Elmer Schick

Daryl Nichols, Chairman

2:30 p.m. - 2:45 p.m. Break

2:45 p.m. - 4:00 p.m. *Small Group Workshops

Secondary

Classroom in the Mall

(1) Richard Shaink - -
Capitol Area Career Center
Mason, Michigan

FRIDAY CONTINUED

(2) Harlan Buckman - -
Delta-Schoolcraft Intermediate
School District
Escomba, Michigan

Post-Secondary — Development and Implementation of Specialized Programs in Marketing at Community Colleges

(1) Real Estate
Charles Falk - -
William Rainey Harper College

(2) Finance and Credit
William Piland - -
Thornton Community College

Teacher Education — Simulations in Distributive Education Programs
Donald Kohns
Moorhead State College
Moorhead, Minnesota

Professional Development Institute for Provisionally Certified Post-Secondary Distributive Education Personnel
Dr. Wayne Little
St. Cloud State College
St. Cloud, Minnesota

City Supervisors — Panel: Unique City Characteristics Budgets - Teacher Supervision and In-Service - Teacher Certification - Adult - Advisory Committees
Karl Powell
Advisory Committee Chairman

Adult Education — Attend Post-Secondary Schedule

Businessmen — Attend Program of Your Choice

State Supervisors - Consultants — Current and Projected Problems continued

4:00 p.m. - 5:00 p.m. — Rap Sessions - Task Force

Secondary
Post-Secondary
Teacher Education
City Supervisors
Adult Education (With Post-Secondary)
State Supervisors - Consultants

FRIDAY CONTINUED

5:00 p.m. - 6:30 p.m. Dinner on Your Own

6:30 p.m. - 9:30 p.m. McDonald's Hamburger University
Special demonstration of training methods, equipment, and facilities
Donald E. Breikreutz, Dean
McDonald's System, Inc.

SATURDAY, OCTOBER 13:

8:45 a.m. - 10:30 a.m. Rap Sessions by Task Force Group

How To Educate More Students Effectively For Careers In Marketing and Distribution

Secondary

(1) Rap Session - Problems of the Future
George Osterkamp, Chairman
Evanston High School
Evanston, Illinois

Post-Secondary

(1) How My Associate Degree Program In Retail Management Prepared Me For My Present Position
Barbara Packer - -
Supervisor of Management Trainees
Sears, Roebuck & Co.
Ft. Wayne, Indiana

(2) How An Employer Looks At A 2-Year Internship Program
Muriel Syms
Personnel Department
Sears, Roebuck & Co.
Skokie Illinois

(3) How My Two Years At Vincennes University Prepared Me For Teaching D. E.
Anita Mundy
New Albany High School
New Albany, Indiana

Teacher Education

Topics:
In-service needs of D. E. teacher to implement individualized instruction;
Preparation of teachers for project plan programs;
Instructional systems approach to D. E.;
Evaluation of teacher education programs;
Collegiate DECA
E. Edward Harris
Northern Illinois University
Dekalb, Illinois

State Supervisors - Consultants

Clusters and Interdisciplinary Approach to Training
John Lobben
Minnesota

Performance Based Proposal For State DECA Services
Lewis Graziano - -
Eastern Michigan University
Ypsilanti, Michigan

City Supervisors

The responsibility of City Supervisors in training an increased number of students for careers in marketing and distribution
Kenneth MacLaren
Toledo, Ohio

10:30 a.m. - 11:30 a.m. Organizing for 1974

Secondary -

George Osterkamp, Chairman
Evanston High School
Evanston, Illinois

Post-Secondary -

Verna Stoner, Chairman
Columbus Technical Institute
Columbus, Ohio

Teacher Education -

Mary Klaurens, Chairman
University of Minnesota
Minneapolis, Minnesota

State Supervisors - Consultants

John Daenzer, Chairman
Michigan

City Supervisors -
Kenneth MacLaren, Chairman
Toledo, Ohio

Adult Education

Joseph Tobin, Chairman
Gateway Technical Institute
Racine, Wisconsin

11:30 a.m. - 1:00 p.m. Luncheon

Topic: "Effective Techniques Utilized by Business to Train Personnel in the Field of Marketing"

Speaker: Ron Strand
Account Manager
Wilson Learning Corporation
Eden Prairie, Minnesota

1:00 p.m. - 2:00 p.m. Regional Planning Committee Meeting

OPENING SESSION

Words of welcome were extended by Lauren Housel, Conference Chairman; Daryl Nichols, U.S.O.E. Region V; and Mrs. Mary Jane Calais, U.S.O.E. Region V. Next a short presentation was given on ORT (Organization For Rehabilitation Through Training) followed by the keynote address given by Ed Nelson, U.S.O.E.

Topic: ORT (Organization For Rehabilitation Through Training)
Presenter: (Mrs.) Robert Forrest
National Vice President
American Affairs Chairman

ORT (Organization For Rehabilitation Through Training) helps support the largest, non-governmental network of Apprenticeship Centers, Vocational High Schools, and Junior Colleges in 22 countries and has a current student enrollment of 70,000. In its 93 years of service, ORT has used the vocational education field as a social tool to rebuild the lives of a million teenagers and adults. Our experience in reshaping attitudes of Jewish parents about vocational education had helped break the poverty cycle and release the potential of thousands of teenagers prepared to take their place with dignity and security in the world of work. ORT has helped people to help themselves! ORT's expertise is being used in at least seven African countries, Chile, and Argentina at the request of the Agency for International Development.

ORT is supported financially by every local government. A percent of the students are non-Jews.

ORT's success lies in its motivational approach, focusing attention on the development of the whole child, synthesizing academic and intellectual pursuits with vocational and technical training. As a minority group we had to excel over given standards and in effect be in advance of educational systems in every country of ORT operation. As a smaller system we were able to overcome the bureaucracy that inhibits change. In Israel 45,00 ORT students represent the backbone of the Nation. Learning is related to and identified with the social, cultural, and economic needs of that country striving for high levels of humanistic attainment. Our schools are special, as are our teachers who are trained at our Anieres Institute in Switzerland.

Changing values and life styles amongst our youth deriving from scientific and technological progress, their cry for relevance in learning, the increasing drop-out rate in high schools and colleges, drug abuse, crime and poverty have impelled us to take a second look at mass education in America. Our democracy prides itself in the recognition of individual differences; however, we feel our educational system does not offer adequate options which recognize those differences.

We view sound programs of vocational education not only as a lever to the resolution of poverty, but also as a possible key to resolving the crisis in education for Middle America. It may effectively bridge the gap between our intellectual elite and hard-hats.

As a mass membership organization of 110,000 volunteers rooted in this country, we are endeavoring to translate our overseas experience to the American scene. Through panel discussions in communities across the U. S., we are trying to reshape parental and community attitudes about vocational education, making it an acceptable choice for youth who no longer feel bound to the

prestige status college offers, and who are not earnestly seeking their just place in the economic mainstream of society. We are for pursuit of excellence at all levels of education for all Americans.

Our volunteers are offering their services to local school systems, government agencies, and industry in connection with work-study at the federal, state, and local levels, and will, in the future, function more effectively in the legislative process for education. With a national membership of 110,000 mothers concerned for the education of our children at home and abroad, we are hopeful that our efforts will bring them the fulfillment in the application of technology for human needs.

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Topic: Priorities For Instructional Strategies
Presenter: Ed Nelson, Program Specialist
Marketing and Distribution
USOE, Washington, D. C.

Speaking in behalf of the central office in Washington, D.C., I wish to commend the OE regional staff, especially Daryl Nichols, for their efforts in maintaing these annual Region V Distributive Education conferences. This is the only region which has provided a continuing forum for distributive education personnel and our friends in business. Not only have these meetings served to improve the quality of education endeavors in the field of marketing and distribution, they have also encouraged the continuing flow of enlightened leadership for a variety of national activities related to distributive education. And so in sum, may I say how much we value the initiatives you in the regional office and you in the States have taken in giving guidance to the further development of distributive education.

My topic today is "Priorities for Instructional Strategies." I think we can agree that an instructional strategy is a way to accomplish an instructional objective or a program goal. As such, it is an integral part of the instructional program. It can encompass any number of classroom methods and media to enliven the various components of instruction. It can be as broad as the more comprehensive and familiar strategies of cooperative training, the school store, and DECA. To be highlighted at this conference will be those relatively new strategies of grouping students according to common marketing interests, thereby delivering multiple curriculums, and of responding to student needs and abilities through structured individualized learning mechanisms.

It is not my intent to discuss these techniques in any depth because the real experts will be presenting a number of these throughout the conference. Rather, I will attempt to point out some concepts, activities, and program achievements which have implications for instructional strategies. Hopefully, this will confirm some of the things you are now doing and invite new initiatives on your part.

Since the passage of the Vocational Education Act of 1963, distributive education has grown and prospered within the family of vocational education and has contributed significantly to the goal of "ready access to vocational training for persons of all ages in all communities."

Quantitatively, distributive education has doubled its enrollment since 1965, reaching an annual enrollment of nearly three-quarters of a million. (The estimated enrollment for FY 73 is 704,500.) This is in contrast with a similar period prior to 1965 wherein productivity remained at a constant level of around 300,000.

As you well know, this growth has not been automatic or accidental. It took a lot of creative minds and energies to bring the program to this level of service. This record has been achieved by adapting to changing conditions stimulated by Federal and State legislation, and offering the kinds of instruction that appealed to the consumers of vocational education and the consumers of the products of vocational education.

This, by way of introduction, highlights the fact that figures on the ledger do suggest a measure of achievement resulting from our efforts.

What are some of these factors which have influenced supervision, teacher education and instruction in the classroom, thereby causing the positive growth pattern? To summarize:

1. The removal of the employment requirement as the basis for enrollment, which in turn caused a careful examination of curriculum content.

2. The development of a vocationalizing method suitable for non-employed enrollees, commonly referred to as project training.

3. The apparent successful utilization of a taxonomy of instructional programs for distributive education which in its formative stages was examined in relation to alternative structures.

4. The recognition of distributive education as a comprehensive program, which among other things has encouraged specialized programs.

5. The acceptance of the challenge to accommodate persons with special needs.

6. The continued growth of the DECA, now with five operating divisions, which progressively serves more persons with a greater range of opportunities for participation.

7. The stimulation of research and curriculum development.

8. The continuation of strong reliance upon cooperative training as the most vaiable method for bringing reality to the instructional program.

I would suggest that you add your own ninth factor since from where you sit you know what has stimulated your most recent achievements.

Directly or indirectly each of these factors will continue to influence program expansion and service both qualitatively and quantitatively. No less important are the more prevasive concepts of career education and accountability. All have a bearing on instructional strategies.

Career Education

On the education scene today no other concept is discussed with greater sincerity than career education. No educator can dismiss the subject on the grounds of no relevance or no application. Career education, among other things, places importance on career decision-making and the acquisition of skills which will support next steps in education, employment, and family life. It is the development and expression of a personal plan for one's participation in society. Its impact will strike hard at the social, economic, and educational problems so clearly evident today.

We, as distributive educators, must see ourselves as part of the career education picture, not only as a delivery system for one kind of career and/or job preparation, but also as practitioners of the fundamental concepts prescribed for career education.

What are some initiatives that can be taken to make our efforts fit better the cycle of career development? A new frontier exists in the creation of strategies for meeting exploratory objectives in the field of marketing and distribution. Expertise is needed in developing useful ways for exploration and undoubtedly these would vary according to the age range of the client group served. Hopefully this expertise will come from the distributive education community.

Instructional strategies within our job preparatory curriculums should include more opportunities for career assessment, recognizing that serial career decisions are made by students as they gain experiences provided in the program. Those confirming a desire to pursue a career in marketing and its attendant life style should be further assisted in analyzing acquired competencies in terms of their career plans. At their exit points, students should experience a smooth transition from one level of education to another or into employment. This can only be achieved when every teacher-coordinator recognized that his job is not completed until the placement function has been performed. I might add that this undertaking will pinpoint needs which can be met through adult distributive education offerings. It should be obvious that the top rung of a career ladder is not reached when a student completes a particular marketing curriculum. Another career guidance strategy could be the maintenance of a career information center within the facilities provided for distributive education. Occupational literature by OE Code could be maintained along with bulletin board displays tracing the career patterns of former students and job opportunity notices from employers.

I might go so far as to suggest that our student organization--DECA--has delivered career education and career development opportunities to our students all along wheter we realized it or not. Certainly the potential is there when DECA functions successfully in a local program. As you know, the DECA emblem represents "a well-rounded education in preparation for life." That comes pretty close to an acceptable definition of career education.

As the points on the emplem signify, DECA activities are supportive of various roles in life: vocational, civic, social, and leadership development.

Accountability

Time does not permit a lengthy discussion of accountability. From one point of view, accountability can be thought of as an examination of the integrity of our selected instructional strategies in light of goals and objectives. When objectives are expressed in terms of achievement and fulfillment expectations, we have a basis for acknowledging with the students their set of newly acquired capabilities and personal satisfactions. We can then demonstrate that students have increased their capacity to perform in relation to the objectives set for them within the framework of the purpose of the program. This has been referred to by such people as Marvin Alkin as outcome accountability wherein the teacher is considered as an instructional manager utilizing a program whose capabilities have already been determined. Here the teacher is held responsible for the outcomes of his management of that program.

Some questions that could be asked to reinforce our thinking about accountability migh include: (1) Have the students' time and energies been invested wisely? (2) Have we helped the enrolled student who has rejected a marketing career objective to identify the usefulness of the outcomes gained? (3) Have we in fact produced students with marketable skills? (4) Do we seek to satisfy individual needs or do we "force" all students through the same instruction just because it's in the curriculum? (5) How well is the student performing at his next stage of experience?

DECA

One of the great mainstays of distributive education is DECA. As an instructional strategy, its embodiement in the instructional program is nevertheless optional. Obviously this is true when it is observed that only a third of the secondary and post-secondary enrollments are members of DECA. It is interesting to compare this with cooperative training which has roughly 45 percent participation. The question which could be raised is "should an instructional strategy become the rule for all enrollees in the same way, for example, that cooperative training was prior to the 1963 Act?" There are those in distributive education who would wish for 100% DECA membership and this could very well be an acceptable national goal.

How DECA is used an how it influences post-program performance are key considerations in testing the utility of this or any other instructional strategy. If we wish to support DECA membership for everyone, then it is time to prove that DECA does make a difference in the achievement of instructional objectives and, just as important, in the arena of career development and subsequent performance in the labor force. In the process, new insights and feedback information will emerge which can be used to improve the nature of individual student participation.

May I suggest that an early approach to such a study can begin with the present follow-up studies, which are conducted. It would be easy to analyze data collected in light of membership and non-membership. To stimulate your imagination, "Does the self-reported job satisfaction have any relationship to DECA membership?"

Cooperative Education

Hopefully we have by now dispelled the notion that cooperative training is a program. Perhaps it was a "program" years past with its nationwide regid and unalterable standards. Now we see cooperative training for what it really is, an instructional strategy (a method) which can be made responsive to student needs. As an integral part of the instructional program, cooperative training--in behalf of the individual student--should contribute to the overall plan for career development. Because there is no federal requirement regarding hours of employment (15 hours a week) we should seek "good combinations" of schooling and on-the-job training. In other words, mold and drape cooperative training around a student's needs in terms of what is to be accomplished (employability skills, career decision-making, theory testing, skill development), length of time needed at any one employer, when it should be used, etc. Effective use of any instructional strategy, whether it be individualized learning packages, DECA, or cooperative training, depends upon certain mechanics of operation for quality control. Certainly we would not wish to fall victim to procedures or become mired down in the paper mill, but good management needs the support of certain guiding mechanisms.

For cooperative training, the training, the training agreement which incorporated a training plan is central to achieving the objective established for the cooperative experience. As managers of learning, improved practices in using training agreements will assure the integrity of the continuing educational experiences which occur outside of the classroom.

Curriculum Development

The flow of Part I curriculum projects is providing an interesting array of materials which portend increased opportunities for structuring instructional strategies.

Nearing completion is the Fashion Industry Series, a comprehensive curriculum presentation involving both exploration and skill development. Presented in five volumes, the series will encompass the design, production, distribution, and care of textiles and apparel. We invite the initiatives of the distributive education community in the utilization by the Fashion Institute of Technology in New York will foster the concept of specialized programs. Fashion merchandising, already a highly successful option in the distributive education program, will now have the support of documented curriculum materials. The content has been presented around two levels of employment responsibilities thereby faciliting needs at the secondary, post-secondary, and adult levels. The present printing schedule should make the series available to the States around the first of the year.

The other contract work which should be highlighted at this time is our new contract initiated on July 1, 1973 by Contract Research Corporation at Belmont, Massachusetts. Two major products, each focusing on marketing and distribution occupations within the framework of career education,is to be produced. One will offer suggestions for the treatment of marketing and distribution, K-14 and adult. This publication is conceived to serve as a foundation for curriculum decisions, including instructional strategies. The second will be a curriculum guide for exploratory experiences. Recognizing that the interests of distributive education will be affected by this work, four persons with distributive education credentials will serve as advisers (Ely, Klaurens, Bennewitz, MacLaren). Midway through this two-year contract period, a conference involving some 100 persons will be held for the purpose of presenting developmental activities prior to field testing and publication.

Conclusion

Instrucional strategies are, of course, a means to an end. The end being the student whose career development needs have been served with credibility and integrity. Our choices of instructional strategies and their effective utilization must be guided by our professional judgment and know-how. It has been said that the mark of a good program is the teacher; if that is so, then surely the enriching experiences provided through strategies for instruction must be acknowledged as the next success factor.

In closing, may I remind all of us that what successes we enjoy grow out of the goals of distributive education. One of these is to prepare people for a marketing employment opportunity. If our strength and reason for being is to transmit in meaningful ways the discipline of marketing, then we should become increasingly aware of the scope of our commitment. This is to say that we ourselves will become more service oriented in responding to the marketing competency needs of people without undue regard for narrowly delineated networks of career identification or how students happen to be identified in a schools

curriculum. Let's step out of our presumed isolation and let the educational community know we stand ready to serve through our discipline and our intervening instructional strategies; because--we know that the students can use a marketing interest to bring value and meaning to their total educational experience.

Topic: The Teacher Management-Consultant Role in Individualized Instruction for Distributive Marketing.

Presenter: Wayne Harrison
11-state DE Consortium
Wisconsin

******A copy of the presentation was not submitted; however,******
the following reprint of material which appeared in
DE Today, Fall, 1972, contains similar contents.

LEARNING ACTIVITY PACKAGES: AN INNOVATIVE APPROACH TO DISTRIBUTIVE EDUCATION

by Wayne J. Harrison, Jr., Director, Interstate Curriculum Consortium
State of Wisconsin Department of Public Instruction, Madison, Wisconsin

A total of 180 distributive education coordinators from Alabama, Florida, Georgia, Indiana, Iowa, Kansas, Kentucky, North Carolina, Ohio, Washington, and Wisconsin spent several weeks last summer finalizing a series on innovative curriculum packages for high school DE students.

Each state was assigned a content area and will produce approximately 35 learning activity packages, or LAPs. When the project is completed, probably by next fall, every state-approved distributive education program in the participating states will receive some 300 LAPs covering the total DE curriculum for 69 marketing occupations. Field testing, evaluation, and revision will take place during 1972-73, and the materials should be ready for use in time for the 1973-74 school year.

The basis for this unique project is the classic Lucy Crawford research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," which was conducted over a five-year period at Virginia Polytechnic Institute. Mrs. Crawford identified 69 major distributive occupations and 983 competencies or skills necessary to successfully work in these occupations. She and her staff interviewed and surveyed owners, managers, and employees in distribution in order to establish the competencies.

A distributive education coordinator in 1973 will be able to feed a list of his students' names and occupational goals into a computer programmed with the Crawford competencies. The computer will then print out for each student in the class a competency list based on his goal. The DE coordinator will have a computerized list of his entire class, comprised of competencies common to the entire group, those common to small groups, and skills required by only one individual.

The Learning Activity Package will group competencies in sequential form by different content areas and provide a learning plan for the student in the required skill. Each LAP begins with a pre-test. The student who

passes the pre-test satisfactorily may bypass the accompanying learning activities and move on to the next LAP. Or, if he does not "pre-test out" he studies closely the behavioral objective and corresponding activities in the package. After finishing these activities, if the student completes the pre-test at the prescribed standard, he proceeds to further LAPs.

LAPs have the following implications for distributive education teacher-coordinators:

1. They provide for individual, small-group, and large-group instruction.

2. A variety of learning activities will bring about a fresh approach to learning.

3. The teacher has a solid base for planning--one derived from valid research and the practical job analysis of distributive occupations.

4. Students can cluster occupations in a distributive education class rather than concentrate on one specific occupational goal.

5. DE teachers and administrators can avoid duplication in planning a curriculum track.

6. Students do not fail; the system is success-oriented, with students working at their own rates toward individual goals.

7. Students may tutor each other or they may develop their own learning activities, contracting with their coordinators.

Workshops in the eleven states have already been conducted with participating DE coordinators. These teachers have spent long hours wading through educational domains, criterion-referenced testing, behavioral objectives, and hierarchical competencies. They remain optimistic and enthusiastic.

As one coordinator recently commented, "We will not only know where we're going, but we'll have the materials (LAPs) and system to get us there." It is hoped that a way can be found to disseminate the LAPs to other states.

(Reprinted from "DE TODAY" Fall, 1972.)

Topic: Individualizing Instruction in Distributive Education
Through Utilization of the Social Profile

Presenter: Dr. Don Mayleben
Mankato State College
Mankato, Minnesota

A study was conducted as Mankato State College starting July 1, 1972 and ending June 30, 1973, to determine the effects, if any, that social life style had on the cognitive and affective domain of the students in high school distributive education programs in Minnesota. Specifically, this study was conducted to accomplish the following objectives:

1. To devise an instrument which would indicate social life styles.
2. To develop teacher competence in the implementation of projects through the method of individualized instructions.
3. To test a method of training teachers in a techniques of individulized instructions.
4. To create tests and refine projects that were designed to emphasize the needs found in each social life style.
5. To test the effectiveness of the social profile on the students' attitudes toward learning.
6. To test the effect of the students' cognitive learning when they received a project written to match their needs according to their social profile.

Defining Social Profile

Eash person possesses a personality which makes him unique. However, each of us does have some broad, general procedures or methods of delivering our personality to others. The social profile, therefore, deals with how we deliver our personality to others and how it is perceived by them.

Dr. Dave Merrill and others have done work in the area of a social profile. This instrument, which is an adjective check list, is used to measure three elements--namely, assertiveness, objectivity, and versatility. These are defined as follows:

1. Assertiveness: The attempt one makes to influence the opinions of others.
2. Objectivity: The effort one makes to control his emotions in interpersonal relationships.
3. Versatility: The effort one makes to meet the needs of other people.

Procedure

For the purpose of this study, the researcher chose to deal with only the assertive and the objectivity. An instrument was designed to measure the previously mentioned items which when programmed yields four bacis social profiles which are called drivers, expressive, analytical, and amiable.

Eighteen high school distributive education programs in Minnesota including six from southwestern, six from southeastern, and six from the Minneapolis-St. Paul area and involving 500 students were utilized in the study. Each area was subsequently divided into group A, group B, and group C. Group C was the control group and received the raw project. Group B was one experimental group and received projects that matched the students' social profiles. Group A was the second experimental group in which the teachers were trained to reinforce the projects that matched the social profile of the students. Five projects in the areas of advertising, business mathematics, display, salesmanship, and business organization were used in the research project.

Results

In each of the first four projects, group A was significantly better in both the cognitive and affective domain than was group B. Also, group B was significantly betterthan group C in the same manner. The fifth project did not produce any statistically significant data, however, it was directional.

Conclusions

The data clearly evidences the fact that when students received written projects emphasizing the needs of their social profile, they did significantly better in the cognitive domain, and had a better attitude towards learning.

It was also concluded that the instrument devised in the research project to measure the social profile was in effect a valid instrument.

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Topic: Project Lab/Coop Education Combined Program in an Area Vocational/Technical Center
Presenter: James Dent, Southeastern Indiana Vocational School Indiana

General Information

The Southeastern Indiana Vocational School is an area Vocational School that serves 700 students from 14 high schools located in 11 school districts in southeastern Indiana. The students attend the school on a share time basis; spending one half of their day at the area school and the other half of day at their home schools. The 1973-74 academic year is the eighth year in the school's history. The school, located at Versailles, Indiana, is in the approximate geographic center of a six county service area. The prevailing characteristic of the communities in the area is rural and the overall population is sparce. The largest community has a population of some 13,000. There are two other communities in the vicinity of approximately 5,000 people. One community of approximately 3,200 people and all other communities have populations of 1,500 or fewer people. In addition, many people who live in the area are close enough to a large shopping complex outside the area that they tend to go away from their own communities for their shopping needs.

So far as the Distributive Education program is concerned, some of the information just presented has significance. The result of the nature of the geographic environment is that there are relatively few business in the community served by the Vocational School that would represent desirable work stations for students co-oping in Distributive Education. In those communities which do have large comprehensive high schools, there are generally ICT, Agri-Business, or Distributive Education Co-op programs that compete for the relatively few work stations that are available.

History of Distributive Education at the Southeastern Indiana Vocational School

Distributive Education was one of the original programs included in the curriculum at the Southeastern Indiana Vocational School. DE has been maintained as a continuing program from the first time the school opened until the present day. There have, however, been significant changes in the curriculum of the DE program since its beginning.

At the outset, DE was offered as a lab-project program. Experience showed that a lab-project program was not well suited to the situation in which it was offered. It was difficult to attract students into the program since they had trouble relating it to a realistic work situation. It was also problematic to secure financial resources to purchase the laboratory equipment necessary to effectively facilitate an in-school project DE program. Finally, students attended the program for two years on a half day basis and it was difficult to provide them with a variety of experiences that were meaningful. This last problem caused students to be exposed to somewhat repetitious instruction. Because of these

problems, enrollment in the program never surpassed the minimum state requirements of 12 per half day by very many students and an active recruitment campaign was necessary to attain even that modest a level. At the beginning of the third year, a co-op program was undertaken. The rationale was that the students could come to the school during the junior year and receive the necessary pre-co-op instruction, then receive their practical experience during the senior year. The first year this was attempted there were too few students to justify two instructors so one instructor provided the in-school instruction for juniors and visited seniors who were on the job as frequently as he was able. Althouth it was not the most desirable situation, since there were few students who were co-oping that year, it was possible for one instructor to provide both pre-co-oping instruction and to coordinate students on work stations. The opportunity for students to co-op during the senior year stimulated considerable interest in the program among students in the sending schools and the enrollment for the following year showed a substantial increase.

By the beginning of the fifth year of the program, enough students were enrolled to justify employing a second instructor. The instructional load for the teachers was divided so that one instructor taught all of the juniors the in-school phase of the program and the other instructor did all of the coordinating of the co-op students. During the course of the year, it became apparent that a more practical arrangement would be to have one instructor teach one group of juniors in the morning and coordinate the co-oping seniors in the afternoon and the other instructor coordinate seniors in the morning and teach the juniors the in-school phase of the program in the afternoon. It was decided that that format would be followed for the coming year. At the conclusion of the fifth year of the program, both of the instructors resigned to take other positions.

Inasmuch as the next year was started with two new instructors, both of whom had no previous teaching experience, it was decided that this would be a good opportunity to revamp the program and to establish some goals. One goal that was established was to create some practical work experience for juniors. In an effort to do that a DECA Store was started. The hope was that the DECA Store would provide a merchandising service to students throughout the school and at the same time provide the junior students with an opportunity to gain some practical work experience ahead of the time that they were to be placed on work stations. The DECA Store has been in operation since that time and continues to operate today. However, it has enjoyed only moderate success. Some students have received some experience and practical application and that has been good. The volume of business of the store has not been particularly high, therefore, experiences that involve buying, retailing, inventorying, and advertising and display have been minimal. We are now at the juncture of evaluating the overall value of the DECA Store as a part of the DE program.

As had been planned at the close of the previous year, the sixth year was started with both teachers participating in both the pre-co-oping instruction and the coordination of students on work stations. The goal in this change was to try to add continuity to the program by having each teacher become involved in all aspects of the program.

At the same time, a substantial effort was initiated to recruit a large number of students into the program. The objective of this effort was to create a larger group of students seeking entry into the program so that a well qualified group of students could be selected for the program.

In summarizing the history of the program, it should be noted that there have been substantial changes made from the inception to the present day. Not all of the things that have been attempted have been successful. And there are things currently being done that should be revised. There have, however, been some significant improvements in developing and modifying a program which would not appear to lend itself well to the geographic area that is being served and to the attendance patterns of students who attend an area vocational school.

Advantages of an Area Vocational School in Offering Distributive Education

In an earlier part of the presentation, some of the problems were identified that must be met for distributive education when it is offered in a rural area vocational school. There are, however, some distinct advantages. One of these advantages is that students are at the school for a half day during their junior year and can be given an excellent background in retailing, salesmanship, advertising and display, and retail math. It has been determined that many of the students who come into the program are particularly weak in retail math. As the program is set up, time is available to provide students some remedial instruction in this important subject area.

It can also be seen as an advantage that having students come from as many as 14 different high schools tend to cause the number of students from any one school to be relatively low. This means that while available work stations for students are limited in many of our communities there are also relatively few students from any one community seeking work stations.

Continuing Challenges

Many of the obstacles that were faced when the program was initiated have been overcome. Still, there are problems in which it is felt that adequate solutions have not yet been developed. Chief among these areas of concern is the

quality of work stations. As was previously mentioned, the nature of businesses in southeastern Indiana is such that there are relatively few places that would be considered good work stations for distributive education students. To the extent that instructors have been able, they have capitalized on these few work stations on behalf of their students. Nonetheless, it has been necessary for students to be placed in quick service restaurants, small food markets where they have received exposure to only a limited variety of experiences, and other places of business that can provide only a portion of the experiences that would be desirable for the students to have. It is felt that there are some desirable work stations that have not yet been receptive to the DE cooperative program. The present approach is to work with these employers to persuade them to provide a learning situation for students.

Another challenge is that of improving the practical experience portion of the first year of the program. . As it now stands, students spend nearly as much of their time in the DE program learning the related work as they do in the practical application of the related work. Procedures need to be devised to include in the junior year a series of practical experiences that will make that phase of the program more interesting to students and to prepare them for a smooth transition to the senior co-oping phase of the program.

A third challenge to be met relates to the quality of students who choose the program. With two instructors, the program has the capacity for 50 students during the junior and 40 students during the senior year. With the capability of accepting that many students, it has been possible to accept all applicants who possess the qualifications that are sought for the program and some of the students who are of marjinal capability. The philosophy of the school is to give any student who appears to have any chance for success an opportunity to pursue the program of his choice so long as the program is not fully populated with students of apparent higher aptitude. The capability to accept a large number of students coupled with the school's philosophy of giving the student a chance to try results in students of marginal ability for distributive education selecting the program and being enrolled in it. The continuing approach to this challenge is to recruit as many students as possible for the program hoping that enough well qualified students will select the program then it will become filled with students who have a reasonable chance for success.

As a matter of practical concern, the expense incurred by two coordinators covering a large geographic area is considerable. To minimize the costs for travel expenses the two coordinators will visit students according to which of them has reason to be in a particular community rather than according to who has had prior working experience with a given student.

The Present Program

First year students are enrolled in classroom oriented courses including Retailing, Salesmanship, Advertising and Display, and D.E. Applications. These courses, except for D.E. Applications, are presented in a conventional classroom manner. D.E. Applications is designed to present more varied experiences into the curriculum. About fifty percent of the Applications course is spent developing retail math skills. The other fifty percent of the course includes actual selling experience in the DECA Store, fund raising activities, sign making and other "hands on" learning experiences. This course has proved quite beneficial in relieving some of the monotony of spending half of the school day in one classroom with one instructor. Starting this year, club activities will become increasingly a part of the D.E. Applications course.

Typically, students spend one third of the class time each day on retailing. The second third of each day in salesmanship, and the last third of the period on D. E. Applications.

During the senior year, students are released from school for half a day, four days a week, either in the morning or in the afternoon to co-op. One day a week, Wednesdays, the seniors are required to report to the school for related study. One credit per semester is earned in related study and two credits per semester in cooperative job training.

The lack of a suitable work station sometimes prevents an otherwise well qualified senior from being placed on a work station. Then too, occasions will arise when a student loses his work station. For students in these situations a "special projects course" has been developed. The course is designed to enable a senior to come to the school daily and work on project assignments during the period of time he is without a work station.

Two DECA organizations are located at the school due to the fact that morning and afternoon students have limited (if any) contact with each other. Each teacher-coordinator sponsors a club with one having overall responsibility for the entire club program.

Placement of graduates in the program has been quite good in some respects, disappointing in others. Some graduates are moving into positions of responsibility in the area. This is good. It is possible to place most of our graduates who want to be placed. It is not always possible to place them near their homes. To be employed, students must be willing to relocate near larger towns or cities. Many students prefer to remain in the rural area and often take jobs in other fields so they can stay at home.

SOUTHEASTERN INDIANA VOCATIONAL SCHOOL
DISTRIBUTIVE EDUCATION
Schedule of Courses

Grade 11, Semester I	Grade 11, Semester II
Fundamentals of Retailing I	Fundamentals of Retailing II
Advertising and Display	Salesmanship
D. E. Applications I	D. E. Applications II

Grade 12, Semester I	Grade 12, Semester II
Job Related Study I	Job Related Study II
Cooperative Job Training	Cooperative Job Training
D. E. Project Lab.*	D. E. Project Lab.*

*This is an alternate course to Cooperative Job Training for those students without job stations.

Topic: Individualized Instruction at Waukesha County Technical Institute
In Pewaukee, Wisconsin

Presenter: Gary R. Schornack, Chairman
Marketing & Related Business Department

Waukesha County Technical Institute is situated on a rolling, partially wooded 113 acre site near the Kettle Maraine Forest in Pewaukee. (15 minutes from Milwaukee.)

This new career campus features six buildings and was designed to meet the needs of students preparing for the world of work. There are only eight conventional classrooms on the campus. All the remaining instructional areas have been designed with an open concept to facilitate the use of individualized instruction.

At WCTI individualized instruction is broad in concept. It includes involving the student in: small group interaction; large group presentations; individual media presentations; conferences with an instructor; seminars in the field; and field trips in the community.

The community is becomming more and more the classroom. As a result of a recommendation by the local Marketing Advisory Committee, a NCR-50 Checker-Cashier Training Program was initiated completely individualized during the last six months. The waiting list is continuous for competency training in this program.

The open labs in the marketing and retail-fashion merchandising areas include special areas to facilitate: sign shop; paint spray booth; K-11 cutawl table; executive desk and corner for video taping; sales demonstrations; job interviews; advertisements; supervision interviews; model store area for food cashier-checker training; time clock; full and half vision showcases; and mannequin feature platforms.

Specialized instructional learning packages are developed by marketing instructors for: checker-cashier training; non-textile; fashion fabrics; retail-fashion display; visual merchandising; salesmanship; supervision; and marketing principles.

Exhibits are prepared by the marketing lab assistant on: leathers, furs, stationary, each American and European designer, etc.

Special techniques utilized by the WCTI marketing staff include: computer printout of students time on time clock; color coded packaged materials; colored time cards; performance contracts; use of marketing technicians; use of marketing assistants, and large portable display windows.

The entire marketing staff of eight full time instructors is dedicated to the concept of individualized instruction in an open concept.

Topic: Individualized Instruction
Presenter: Scott Harding, Department Chairman
Business Occupations
Suburban Hennepin AVTI
Minneapolis, Minnesota

Educational Goals:

1. To reach as many students as possible.
2. To train them for the world of work without over or under training.

Plan For Suburban Hennepin County Area Vocational-Technical Institute:

1. Totally individualized within five years.
2. Open entry-exit system for all programs.
3. Develop multi-media approaches to learning in all programs.
4. Option to test out of competencies that students already have acquired through education and/or prior work experience.
5. Total competency based curriculum in all programs.
6. Competency certificates issued to all students who leave or graduate from programs.

Marketing and Merchandising Approach to Individualized Instruction at Suburban Hennepin Area Vocational-Technical Institute:

1. Lucy Crawford Competencies.
2. Develop "PAKS" around competencies.
3. Utilize resources for PAK development and instruction:

    a. Instructor (classroom manager)
    b. Books and reference materials
    c. Media (sound on slide, cassettes, film strips, video tape, etc.)
    d. Resource speakers
    e. Business community
    f. Advisory Committee
    g. Computor services
    h. The students

4. Instructional PAK Development lead time:

    a. It takes us five to six hours to develop one hour of instruction.

5. Problems:

    a. Student accountability
    b. Immediate feedback and evaluation
    c. Ready-made media material scarce
    d. Time to develop more PAKS
    e. Problems in adding to PAKS previously developed.

Hand Outs:

1. Two sample PAKS for each participant.
2. Listing of all the resources we presently have identified and are using.
3. Course blocking for our two programs. (Basic Marketing & General Mktg.)

Topic: Marsh Supermarket Distributive Education Program
Presenter: William E. Ables, Vice President
Industrial Relations
Marsh Supermarket, Inc.,
Yorktown, Indiana

This presentation was an excellent example of a mutually beneficial relationship between Distributive Education and business. Students desiring a career in the supermarket industry have an opportunity for organized store training, invaluable related training, and full time careers. Marsh has developed a training program which includes a training manual for students.

Topic: Evaluation of Rockford Area Job Opportunities by Vocational Counselors

Presenters: Don Johnson, Rock Valley College, and Harold J. Palm, Northern Illinois University

A five week institute for Winnebago-Boone County area educators was offered during July of 1973. The focus of the institute was centered upon Career Education with specific emphasis upon trends in Career Education and Manpower Surveys.

The institute was developed to help establish lines of communication between educators and local employers and to offer them an opportunity to interact professionally. Educators and employers need to understand one another more completely and need to work together on problems of mutual concern.

Twenty-one area educators were selected to enroll in the institute. The group was primarily made up of high school and middle school counselors. However, others enrolled included high school and middle school teachers and a community college technology instructor.

Institute participants enrolled in two graduate courses:

1. Trends in Career Education - 2 Sem. Hr. Credit

2. Manpower Surveys - Modern Day Opportunities in Business and Industry - 3 Sem. Hr. Credit

They were also given an opportunity to earn from 1 to 3 graduate semester hours of additional credit in a directed study project. Directed study projects were of a practical nature, applicable to their educational setting and/or program.

Classes were held on the Rock Valley College campus five mornings each week. Afternoon field experiences were assigned according to pre-selected preferences as much as possible.

Afternoon field experiences were held in the Winnebago-Boone County community. They were generally two-day experiences with discussions, presentations and tours of employer facilities as follows:

1st Week - a) Chamber of Commerce
b) City-County Government

2nd Week - Industrial Employers

Presentation Summary For The Recorder (Continued)

3rd Week - Business Employers

4th Week - Health Careers Employers

5th Week - Trades

Feed-Back

Reactions of employers, participants and instructors were very positive. The majority of persons involved felt that a similar institute should be offered next year, with a few modifications. A number of participants would also like to have an advanced institute for those who enrolled in 1973.

SUMMER INSTITUTE FOR AREA EDUCATORS

INSTITUTE OBJECTIVES

Overall Objectives:

1. Bring participants up-to-date in the areas of local and national trends in career education through formal course work.
2. Offer broad exposure to employment opportunities in business and industry.
3. Study occupational surveys with experience in developing a survey instrument.
4. Provide opportunities for interaction between educators and employers.
5. Offer formal and informal activities designed to allow educators and employers to exchange information about career planning.
6. Develop career information packets for disctibution to area educators.
7. Study employee's attitudes as related to success in specific kinds of jobs.

Specific Objectives:

I. Course Objectives

A. Trends in Career Education
   1. What are the employment needs of the future in our society?
      a. Local
      b. State
      C. National
   2. Identify existing vocational training programs on the local level.
   3. Determine if existing programs meet current and projected needs.
   4. Identify the need for future vocational training programs.
   5. Determine overall trends in Career Education.
   6. Determine current trends in career selection and aspiration of students in our society.
   7. Develop procedures for sharing information with other educators.

B. Occupational Surveys--Modern Day Opportunities in Business and Industry
   1. Discuss standardization of employment or manpower surveys.
   2. Develop a standardized manpower survey instrument.
   3. Conduct a survey to gather information on entry level jobs in at least ten employment centers.
   4. Prepare a summary of the data produced in the individual surveys, and share date with Project CIVIS.

5. Develop procedures for sharing information gained in the course with other educators. Kinds of information would include for example:
   a. Entry level job requirements.
   b. Opportunites for advancement.
   c. Salaries and fringe benefits.
   d. The dignity of all work as related to job prestige.
   e. Industry and business personnel who will speak to groups of students.
   f. Sources of continuing information with regard to: local, state and national opportunities for employment.

II. Afternoon Field Experience

A. To acquaint area educator with the opportunities in industry, business, health services, public service, and the trades.

B. To provide an in-depth orientation regarding qualifications for employment, job trends, etc.

C. To open lines of communication between educators and local employers.

III. Employer's Responsibility

A. Provide facilities necessary for educators observation and study.

B. Designate person to coordirate educators assignments within industry.

C. Make available reasonable comment of time of key employees in each major phase of employment.

D. Provide resource people to the summer institute.

E. Develop a training plan for educators listing objectives, times, places, persons in charge, etc.

Topic: The Newspaper in the Classroom
Presenter: Lloyd Anerson, Public Relations Department
Indianapolis Star & Indianapolis News
Indianapolis, Indiana

A workshop was conducted on the newspapers role in the classroom for Distributive Educators by the Indianapolis Star and Indianapolis News. Mr. Anderson's presentation described this workshop and covered the following areas:

I. THE NEWSPAPER IN THE CLASSROOM PROGRAM

a. What are the objectives?
b. How can my school participate?
c. How does distributive education enter the program?

II. NEWSPAPER ADVERTISING WORKSHOP: How to organize, develop, and conduct a program.

a. Initiative

1. Who should propose the workshop?
2. What is the best way to "turn on" newspaper management when suggesting a workshop?

b. Planning

1. What are the goals of a newspaper advertising workshop?
2. How are responsibilities divided between newspaper personnel and DE coordinators?
3. What subjects should be covered in your program?
4. Who should the instructors be?
5. Who should provide facilities?
6. What materials are needed?

c. Program

1. What is the newspaper's place in advertising?
2. What is the value of research in planning advertising?
3. In planning advertising, how can you apply the questions of Who? What? Why? When? and Where?
4. How can a merchant plan his budgeting for more effective advertising?
5. What are the steps in creating a newspaper ad?
   a. What are the elements of effective copy?
   b. What are the elements of effective layout?
   c. How do you select art, photographs and type?
   d. What are the elements of a good ad?
   e. What questions can you ask to be sure your ad is a good ad?
6. What are the major benefits gained from planned advertising?

III NEWSPAPER PUBLICITY

a. How does newspaper "publicity" differ from advertising?
b. How should publicity be submitted to newspapers?
c. What are the elements of a good press release?
d. What makes a good publicity photograph?
e. When should you have press conferences?

IV. NEWSPAPER CAREERS: What are the job opportunities in the newspaper field?

CLOSING LUNCHEON

Topic: *EFFECTIVE TECHNIQUES UTILIZED BY BUSINESS TO TRAIN PERSONNEL IN THE FIELD OF MARKETING*

Presenter: *RON STRAND*
Account Manager, Bank Marketing Division
Wilson Learning Corporation, Minneapolis, Minnesota

"Getting work done through people" is a definition of management and leadership that most of us have grown up with. Today, a flip-flop of this definition seems to be emerging thus "getting people done (fulfilled) through work" now seems more appropriate.

Whenever two or more people get together for the purpose of solving a problem there is, in reality, two problems --- the task problem and the relationship problem. In our highly technical society, we really are not deficient in the skills and qualifications necessary to solve the task problem. However, a pretty good case can be made for the fact that we have not effectively developed the necessary skills and qualifications to deal with the relationship problem as effectively as we might like to.

Perhaps a vehicle to assist us in clarifying this concept is that of the bicycle. A bicycle has two wheels --- front and back. The back wheel, that's the drive wheel, that's what gives the bicycle the power to go somewhere. Let's make that back wheel power analogous to one's basic business expertise - we all must have it. The front wheel, that's what steers, takes all that back wheel power where we want it to go. Let's make that analogous to one's people skills.

For the purpose of our discussion today, let's concentrate on the front wheel for it is here that numerous effective techniques utilized by business to train personnel in the field of marketing have emerged. In the short time that we have together today, I'd like to share two of these "front wheel tools" with you. They are Transactional Analysis and the Social Style profile.

The theory of Transactional Analysis was developed primarily by Dr. Eric Berne. He wrote Games People Play and What do You say after you say Hello, two best-selling books that explain his basic ideas.

His theories were carried a step further in two other best-sellers called I'm Okay, You're Okay by Dr. Thomas A. Harris and Born to Win by Dorothy Jongeward and Muriel James.

Like most of us, Dr. Berne was confused by the way people seem to shift or change their whole personality, sometimes within a split

second. He noticed changes not only in voice, but in posture, viewpoint and even vocabulary. What's more, these changes were often accompanied by shifts in feelings.

Dr. Berne conceived the thought that housed in every human frame are three separate patterns of behavior. He refers to these patterns of behavior as separate ego states that he has labeled: The Parent of our past; the Child of our past; and the Adult of our here and now.

The Parent ego state is a huge pattern of behavior that was programmed in our computer during the first four or five years of our life. When a person is small, in a seeming world of giants, the "little person" usually assumes all adults are right in everything they say or do. The little one learns what he was taught, usually without question. He not only learns what he was taught, but also how he was taught. The Parent ego state is that part of us that reflects what and how we were taught; the part of us that lectures, corrects, scolds, nurtures, and moralizes. It reflects our learned do's, don'ts, oughts, shoulds, and musts.

The Child ego state consists of internal feelings. In other words, what we have is how we felt about the things that happened to us. In fact, the Child is often referred to as the "felt" concept of life. Now in the fully grown person, those same child recordings are still alive and well. Sometimes the Child is in charge. Sometimes at inappropriate times.

Like the Parent, the Child is neither a "good" or "bad" part of who we are. It's a pattern of feelings we learn during our first four or five years of life. There are some beautiful parts of our personality that spring from the Child we used to be.

It's true that both the Child and the Parent play a legitimate and important part of who we are and in our ability to lead a full, rewarding life. But it's the third ego state, the Adult, that brings our total personality into balance.

The Adult ego state comes into play as we start evaluating events around us. This is called reality testing. Instead of just reacting to a stimulus without really thinking about it, we pause and try to determine what's really happening --- what's really new or different --- what options are available and what the consequences are of each option.

Thus we have the Parent as the taught concept of life, the Child as the felt concept of life, and the Adult as the thought concept of life. The concept of Transactional Analysis takes on special meaning when we apply it to the interaction of two people. For example, you might say: "Good morning." And your student might respond, "Good morning." That's a transaction. In this case, it was a straight transaction --- equal words with equal behavior. Communication and people problems arise, not with straight transactions,

but with uncomplimentary transactions. It's pretty tough to negotiate with someone's Child or Parent of the past.

The Adult-to-Adult mode emerges then as the only one capable of here-and-now problem solving. The Child in you may say, "I want" or,"I don't want". And the Parent may say, "You deserve it" or, "You shouldn't do it" But it's only the reasoning, rational Adult that can check, test, evaluate and select based on what's happening now.

Well, if our objective is to solve marketing, management, sales and teaching problems out of the Adult-to-Adult mode, then the question emerges, "how do I stay in my Adult and how do I get the other person in his Adult?".

There obviously is no easy answer to this. We could be more effective in dealing with each other if we can become more competent at identifying the behavior of people and classifying it in order to cope more effectively with others and in order to manage and control our relationships with others.

The Social Style profile we are about to describe is a tool to help us in a systematic and practical way. It has as its means a Reference Survey containing an adjective checklist of 150 words. Distilled from a larger list of over 2,350 words, each word selected has been tested meticulously because a response to it provides a discriminating bit of insight into the person it describes.

The profile is composed of two dimensions, Assertiveness and Objectivity. We define Assertiveness as the effort a person makes to influence the thinking and action of others. It's a measure of the amount of control he is trying to exert over others, or put another way, a measure of whether a person tends to tell others or ask others.

The second dimension of the profile is Objectivity We define Objectivity as the effort an individual makes to be unemotional and self-controlled with his relationships with others. It is a measure of the control he is trying to exert over himself --- over his emotional expressiveness or, put another way, a measure of whether a person tends to control his feelings or to emote. Each of these styles has four quartiles (see diagram). There is no best place to be on either scale. Each place has its unique strengths and weaknesses. The scale is wholly independent of maturity. We tend to see ourselves as being all over the scale, but others tend to see us principally in one position. Again, we don't vary as much as we may think we do, we tend to act consistently in most social situations.

Our two behavioral scales may be combined to form two axes - assertivenes on the horizontal axis and objectivity on the vertical axis. Framing in these two axes, we form the profile --- a matrix of four quadrants with four squares in each quadrant. (See diagram).

Beginning in the upper right quadrant and moving clockwise, we can describe the four styles:

THE DRIVING STYLE: This is the TELL/CONTROL fellow. He's highly assertive and highly objective. He makes an effort to tell people with his assertiveness and to control himself with his objectivity. He is a task-oriented fellow, a "head" type guy. We call his style DRIVING. He is a Control Specialist because he combines personal power with emotional control in his relationships.

THE EXPRESSIVE STYLE: This is the TELL/EMOTE fellow. He's highly assertive too, but he is low in objectivity. Like the Driving style, he makes an effort to tell people with his assertiveness, but he places more importance on the relationships than on the task. Rather than trying to control his emotional expressiveness, he is more impulsive. He is a "gut" type guy, more intuitive than the Driving. We call his style EXPRESSIVE. He is a Social Specialist because he combines personal power with emotional expression in his relationships.

THE AMIABLE STYLE: This is the ASK/EMOTE fellow. He's low in assertiveness and low in objectivity. Like the Expressive type he softens his style with a more personal, feeling approach. He is a non-aggressive "gut" type guy. We call his style AMIABLE. He is a Supportive Specialist because he combines personal reserve with emotional expression in his relationships.

THE ANALYTICAL STYLE: This is the ASK/CONTROL fellow. He is low in assertiveness but high in objectivity. He is as objective and task oriented as the Driving type but, like the Amiable, he softens his style with low assertiveness. Rather than being directive, he is more asking of others. He is a "head" type guy who is more reserved with people. We call his style ANALYTICAL. He is a Technical Specialist because he combines personal reserve with emotional control in his relationships.

We've made a strong point for both the fact that style is relatively fixed and style is neutral; that there is no best place to be. There is one dimension, independent of style, which can be a determining factor in a person's interpersonal effectiveness --- relationship problem solving skills. It is called Versatility.

We define versatility as acting in ways that earn a social endorsement. A person is seen as having versatility if he 1) exercises interpersonal skills 2) has a natural bent for satisfying others and 3) tries to meet the needs of others before meeting his own needs.

All versatility grows out of competence. Versatility has ability as its base. This is not limited exclusively to job skills. True, job skills contribute to versatility but they are incomplete without the interpersonal skills necessary to share competence with others.

Versatility is something we do to ourselves, not something we do to others. The versatile person recognizes that he can control only his half of the relationship and that he can modify himself more easily than he can modify others. The versatile person asks himself,

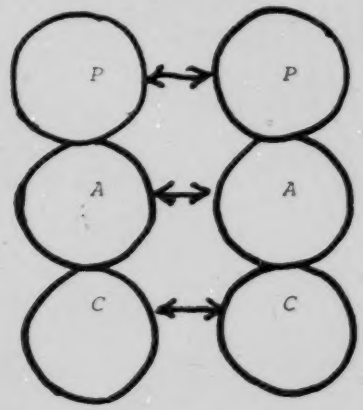
"what can I do to make it easier for the other person to relate to me?"

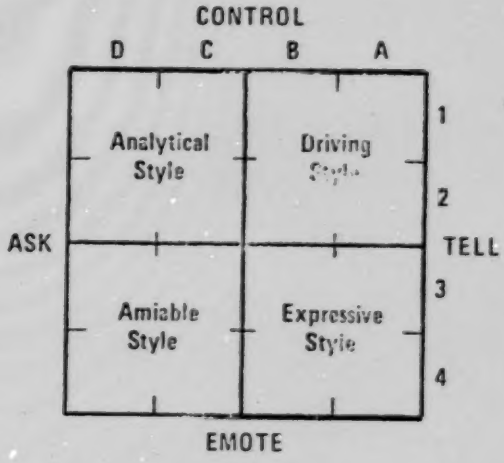
In summary, the key is awareness. If I am aware of my social style then I know the temporary role shift that I have to make to meet the other person's needs. Obviously, it is easier to make these if I am aware of his style as well.

How then do we do this? Transactional Analysis and Social Style profile tells us that the first step is knowing ourselves better, our style and accepting its strengths and limitations. This means working to maximize accepting behavior and minimize defensive behavior. In the interpersonal world, this often means delaying satisfaction of our needs in favor of those of another. In order for us to do this, it means that we must balance tension tolerance for improved decision making with tension reduction for healthy emotional release.

Successfully relating to another means recognizing that, at best, we can control only our half of the relationship and that if we manage that well, there is an increased probability that the other half will follow.

By becoming more resourceful in the use of social, communication, and role shifting skills, we can temporarily flex our styles to meet situational demands and, at the same time, become more accepting of other divergent styles. This enables us to "capture" situationally the strengths of other styles that are normally denied us because of the limitations of our style. This is balanced effectiveness.





APPLICATION	DRIVER STYLE "CONTROL SPECIALIST"	EXPRESSIVE STYLE "SOCIAL SPECIALIST"	ANALYTICAL STYLE "TECHNIQUE SPECIALIST"	AMIABLE STYLE "SUPPORTIVE SPECIALIST"
In terms of what you need to Give to the other styles:	Give evidence Give ground	Give premiums Give incentives	Give options Give outs He'll always look for the alternatives and exceptions in things	Give assurances Give guarantees
Each of the styles ASKS himself:	WHAT? What is it? What's your idea?	WHO? Who else is involved? Who (what other personality is doing this?	HOW? How does it work? How is it put together? How do I execute that with those people? Instruct me.	WHY? Why should I do that? Why should I initiate this at the risk of losing our relationship?
You need to LET each of the styles:	WIN High aspirations in terms of task. Induces his own TASK TENSION.	GAIN High aspirations in terms of many relationships. Needs personal gain and endorsement.	OFF Let him "off the hook". He needs alternatives to exercise ... especially in interpersonal situations.	RELAX He has enough relationship tension as part of his style. You need not induce more.
Each of the styles will want to be motivated to SAVE:	TIME Time is problems solved. Time is money Structure saves time A bad decision is better than no decision.	EFFORT Because of his sensitivity to the complexity of people, he wants shorter ways, more structured direct systems for saving effort. Will get a TASK done through initiating new relations.	FACE Feels awkward in handling relationships and problems; and, therefore, will go for 10 out of 10 right decisions. No decision or execution is better than a wrong decision or execution.	RELATIONSHIP He is relationship oriented. Will get a task completed, but usually as a result of having saved a relationship.
Each of the styles NEEDS TO LEARN TO:	LISTEN (self-humbling)	CHECK (self-discipline) Will make generalizations from a sampling of one.	DECIDE (self-initiating) Will take too many samplings before making a decision or before executing.	REACH (self-determined)
Each of the styles NEEDS LEADERSHIP THAT:	ALLOWS Needs agreement on objective. He makes structure. GET AGREEMENT on what you want done and leave him alone.	INSPIRES Needs structure. Doesn't need method...he'll create a good method of execution. But he needs personal encouragement, support, and reinforcement that you're consistently excited about the original idea.	SUGGESTS Needs method clarification. Alternatives for implementation. The "HOW TO'S" or methods with which he'll execute a plan or project.	DETAILS Needs to have structure & method made for him to work within.
Each of the styles MEASURES PROGRESS BY:	RESULTS Did we reach the task objective we agreed upon?	APPLAUSE Did they love me, endorse me?	ACTIVITY 100 facts are better than 75 ... postpone the action/decision. If it's a ten year project instead of a five year, it must be a better one.	ATTENTION Do they still care? Do they know I'm here?

P A C CLUES

The clues mentioned below are only a sampling of the many indicators which can help in identifying the PAC in ourselves and others. This ability to accurately and rapidly recognize positions will strengthen a healthy Adult in yourself. This will help in decision making and in probability estimating. Consider the concepts below and relate them to your prospects, clients, and man/manager relationships. Ask yourself: "Who is speaking?" and "Why?"

PARENT - "THE SHOULD BE WORLD"

Physical

The hands on the hips, horrified look, flushed face, sighing, the pointing index finger, shaking head, patting on the head or shoulder, pursed lips, hand-wringing, arms folded across the chest, tilted head, grunts, foot-tapping, the impatient snort.

Verbal

How dare you? "Should" or "ought", unthinking, evaluative reactions of all types, "I can't for the life of me ...", always, never, you ought to know better, you should do better, remember, If I were you, there there, poor thing, now what, asinine, shocking, absurd.

Just take it from me ...
As you can clearly see ...
You need this ...
Just let me take care of that for you ...
Don't neglect your responsibilities ...
You shouldn't be negligent ...

ADULT - "THE REAL WORLD"

Physical

Straight forward, intent, listening, appropriate responses to others, active facial expressions, attentive, concerned, congruent body language, alert posture, good eye contact.

Verbal

CHECKING ACCURACY OF UNERSTANDING BY RESTATING WHAT WAS HEARD Who, Why, What, Where, When, How, possible, Do I understand you?, gives options, tentative statements

Would you mind if I ask you a few questions?
What do you feel is important? Based upon what you've said, I'd like to
The best you could expect is ... suggest ...
The worst you could expect is ... In thinking about this meeting and your needs, it occurred to me ...
Would you fill me in a little bit more on the nature of your problem ...

CHILD - "THE WORLD AS I WISH IT WERE"

Physical

Delight, tears, laughter, quivering lip, whining voice, teasing, downcast eyes, sullen, giggling, needling, nose-thumbing, rolling eyes, taunting, squirming, temper tantrums, nail biting, shrugging shoulders, active gestures.

Verbal

Mine is better than yours, back-biting, I can't, I won't like you if you don't do what I want, nobody loves me, I'm gonna, I don't care, Baby talk, mine is best

Topic: Project Program
Presenter: Larry Hinner, West High School
Madison, Wisconsin

The expanded distributive education program utilizes an organizational pattern referred to as the project plan. The project plan involves a regularly scheduled series of individually designed learning activities that give students an opportunity to apply theory in practice while developing competencies through projects related to their distributive occupational objectives.

This plan employs the project method of instruction rather than the cooperative method. The project method extends classroom instruction into a laboratory environment. The activities provided in the laboratory classroom may be individual or group projects which are directed towards the gainful employment of the student and/or towards the development of new levels of individual job performance.

Project Distributive Education as a Part of Vocational Education

Emphasis should be placed on the fact that project distributive education is a part of vocational education. Vocationally directed education differs from general education in that it is:

1. Job oriented. It endeavors to make students competent in skills, knowledge, and practices of the individual student's occupational objective.
2. Student oriented. The classroom is a place of instruction, where students participate individually or in large or small groups in various projects in the field of distribution. The individual student's many needs are of importance in vocational education.
3. Community conscious. The vocational education teacher must be aware of the needs of the community. His program should reflect those needs so that students, upon graduation, will have skills and competencies required by local businesses.

4. Flexible. Rigid schedules or teaching units are adjusted as necessary to meet the needs of the student. The organization should not be an obstacle to education. When dealing with human beings, certain interests are shown at various times. This interest is a motivating force for learning. In order to capitalize on this interest, plans must be flexible to permit necessary change.
5. Learning by doing. Participation activities, projects, laboratories, problem solving, and other similar activities are primary means to learning.
6. Broad in scope - and yet specialized. Individual study by the student constitutes the particulars of his specific career objective in the field of distribution. At the same time, however, general concepts applicable to the broad field of marketing and distribution are studied as well.

PURPOSES AND NEED FOR THE PROGRAM

Since the project plan is an integral part of distributive education, its primary objective is to meet the needs of more students by providing learning experiences individualized according to occupational objectives and student differences.

The project method is designed to provide the following advantages and objectives:

For the Student:

1. Provides vocational education for more students and on an individual basis.
2. Combines obtaining business "know-how" with high school credit.
3. Increases sound principles, discoveries, and judgments before entering employment.

4. Fosters desirable work habits through social and business adjustments.
5. Directs the student's learning outcomes to the student's interests and career objectives.
6. Increases career development and job proficiency.
7. Develops understandings of the student's role in our society and economic system.

For the School:

1. Broadens educational opportunities to meet the needs of more students.
2. Offers distributive education where cooperative programs are not feasible.
3. Extends and improves existing cooperative distributive education programs because of its flexibility.
4. Promotes cooperation between business and schools by improving public relations.
5. Broadens curriculum in elective areas.
6. Qualifies for Federal funds.

For the Community:

1. Fosters participation in the national, state, and local effort to increase the proficiency of the nation's working force.
2. Aids in the development of responsible citizens and stimulates community growth.
3. Assists in educating personnel to meet the employers' needs and requirements, which, in turn, improves the local economy.
4. Discovers new areas of cooperation with the local school system.

The Training Advisor

In that the role of the student has been clearly spelled out in the "Training Memorandum" and the "Trainee Agreement', there remains only the duties associated with the businessmen to consider.

Each student enrolled in the project program is to maintain an active contact with businessmen in his field of career interest. The business liaison, referred to as a "Training Advisor" will act in much the same role as the training sponsor does for students enrolled in the cooperative program.

The training advisor will be selected by the coordinator and the student to serve in the capacity as a part-time trainer, advisor, and occasionally, an employer. Since part of the student's experience may deal with the operation of the school store, advice gained from businessmen in a parallel industry would be greatly beneficial not only to the student seeking the experience, but also to the operational efficiency of the store's management.

The training advisor would field questions of both a general and a specific nature in regard to the operation and management of businesses in his field of marketing. As the student progresses toward his goal, a periodic evaluation of his progress from the advisor would be requested by the program coordinator.

It is recognized that the combination of classroom studies, and the operation of the youth group (D.E.C.A.) make up only two-thirds of the Distributive Education program, and active support from the business world is needed to complete the instructional program.

MADISON METRO TRAINEE AGREEMENT

As a part of my experience in the capstone course, I agree to comply with the following guidelines.

_____ I understand that the assignments may be of an individualized nature which will require me to work independent of all other students.

_____ Students will constantly attempt to evaluate their career objective to keep their training as realistic as possible. It is understood that this career oriented program in Distributive Education requires each student to pursue his career goal in all possible ways throughout the entire year.

_____ When given the opportunity to participate in a business-like activity, whether it is on-the-job training, advisor interviews, or directed field observations, I will make the best use of these opportunities displaying at all times a professional business-like attitude to training advisors and all others concerned with the program.

_____ It is understood that the student will practice dress and grooming standards appropriate to the training advisor's place of business.

_____ I will not ask for unnecessary interruptions in the program of training except in cases of emergency, sickness, or events prearranged by the instructor and training advisor.

_____ Good attendance and punctuality are necessities for success in business. All marketing students are expected to maintain these traits throughout the school year, more specifically this means:

A. I will not be absent from school without due cause.

B. I will not be late for class, but will be there before or by the time my instructor or training advisor desires me to be there.

C. IF I MUST BE ABSENT, I WILL CALL BOTH MY COORDINATOR AT _____ AND MY TRAINING ADVISOR IN THE MORNING TO EXPLAIN THE REASON FOR MY ABSENCE.

_____ I will keep all matters of business in strict confidence.

_____ I will make the best use of any or all training materials that are furnished to me for study by my training advisor and coordinator.

_____ I will maintain, complete, and submit to the coordinator such reports, forms or records as might be requested by the school or coordinator.

Neglecting to comply with any of the program or school rules may result in losing credit given for this educational program.

Trainee's Signature Jeff Anderson Date 6/20/72

Parent's Signature Jane Anderson Date June 20, 1972

MADISON METRO TRAINING MEMORANDUM

TRAINEE _____ ADDRESS _____ LEVEL _____

SCHOOL _____ AGE _____ DATE OF BIRTH _____ TEL. _____

TRAINING AGENCY _____ ADDRESS _____ TEL. _____

CAREER OBJECTIVE _____ TRAINING SPONSOR _____

DAILY SCHOOL DEPARTURE TIME _____

****

TRAINING ADVISOR'S RESPONSIBILITY IN PROGRAM:

1. Changes in this training agreement shall be made by mutual consent of training agency and coordinator.
2. The training plan should include work activities which are of vocational and educational value.
3. The training agency shall complete a periodic evaluation upon request of the coordinator.
4. The course of training is designed to run one school year.
5. When employed, wages paid shall be comparable to wages paid other beginning employees.
6. If the student is employed, the training agency agrees to give the student a minimum average of 15 hours per week of work and a maximum of 48 hours of school and work combined.

TRAINEE'S RESPONSIBILITY IN PROGRAM:

1. When employed, the trainee shall not terminate his employment without mutual consent of all parties concerned.
2. Each trainee shall abide by the rules, regulations and policies of the program during his period of training.
3. Each trainee shall faithfully, to the best of his ability, perform the assignments of his school program.

APPROVED:

PARENT Jane Anderson 6-20-72
DATE

TRAINEE Jeff Anderson 6-20-7
DATE

COORDINATOR _____
DATE

SCHOOL OFFICIAL _____
DATE

TRAINING ADVISOR _____
(if applicable) DATE

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PARENTAL APPROVAL FOR SPECIAL EXPERIENCES

I hereby give my permission for my son/daughter to partake in directed field experiences of an educational nature to places of business in the community as an integral part of the Project Method Distributive Education Program.

It is understood that this student will not be leaving the building unless there is planned activity involved. The student will furnish evidence of participation by completing one of the following forms:

1) Field Observation Form
2) Field Interview Form, or
3) Other

TRAINEE Jeff Anderson DATE 6-20-72

PARENT Gene Anderson DATE 6-20-72

175-.05-8K-3648

OUTSIDE LEARNING EXPERIENCE FORM

Project Method
Distributive Education

NAME _____

Career Interest or Objective that you are studying _____

_____

Where did you go?_____

Who did you observe, interview or work with?_____

_____

_____

What did you learn? (Be specific)_____

_____

_____

_____

_____

_____

_____

_____

Have you scheduled a follow-up date with this company?_____

When?_____

What resources are needed to improve your knowledge in this area?

_____

_____

_____

_____

PROJECT METHOD
Distributive Education
Pre-Course Survey

Next year you will be involved in a very individualized approach to studying advanced Marketing and Distributive Education. The most important step for you will be to select the area of study which you are going to pursue. Then, this will be followed by a selection of a business advisor who is an expert in that area so it is important to weight you decision thoughtfully.

Here are the areas of st dy we have students involved in this year just to give you an idea of possibilities.

Wholesaling
Real Estate
Law
Sporting Goods Management
Radio Broadcasting
Retail Store Advertising
Apartment Complex Management
Specialty Store Retailing
Men's Clothing
Retail Electronics
Railroad Transportation
Restaurant Management
Hotel/Motel Management

These, plus many other areas of Marketing and Distribution should be considered thoughtfully. Here are a few more suggestions.

Womens Wear and Accessories
Hardware Retailing
Starting a Business Project
Service Station Management
Chain Store Management
plus many others

Please indicate your first and second choice below. Submit this survey form to Mr. Hinner by April 15.

1st choice_____

2nd choice_____

Name_____

Home Room Number_____

DISTRIBUTIVE EDUCATION

Project Method Description

Advantages of the Project Method Program

1. Student is able to select an advanced career objective such as real estate, retail advertising, railroad transportation and others which a coop student would not ordinarily be able to be employed in.

2. Project Method is designed for students interested in retailing, salesmanship and merchandising that are involved in athletics which would prohibit regularly scheduled employment but would allow for seasonal employment possibilities when the student is not involved in athletic competition.

3. Students many times prefer to stay in school afternoons rather than work simply because they wish to take extra courses not available otherwise.

4. Project method can be designed for advanced studies in management areas for students who do not need the cooperative training program because of already having hadwork experience in a marketing and merchandising area.

5. In Project Method, each student is provided with a training advisor skilled in an area of business which the students career objective exists.

6. Students in Project Method usually work independently of all other students because of the difference in career objectives.

7. Project Method is designed for students who will spend part of their time exercising leadership by managing the Moose Head Shed in such capacities as paper goods, paper backs, records, and tapes, bookeeping, general supervision and training of store employees.

8. Project Method allows students to work on individual competitive events manuals to be presented at the Annual Green Lake State Leadership Conference in March.

9. Project Method is designed so that students spend approximately 20% of their class time at their training advisors place of business, learning, observing, shadowing personnel so that the student stays current with on-the-job practices and realistic situations.

10. Students may not desire to go out on cooperative training programs or may not be qualified to assume work responsibilies needed for coop.

11. Project Method is designed for students aiming to enter the world of work after graduation from high school or for students aiming to enter higher education.

12. Students who have taken the two semesters of required Marketing and apply for a second year of the program may wish to take Project Method as a Junior and Coop as a Senior or vice versa, offering the student flexibility in program scheduling.

13. Project Method students schedules are hand programmed so that all other courses, if possible, are scheduled in the morning leaving the afternoon block of time free so that students can make their weekly visitations to the training advisors place of business.

PROJECT METHOD
TRAINING ADVISORS EVALUATION OF PROGRAM

1. Was coordinators supervision of student-trainee adequate?

Yes 1 2 3 4 5 No
Very Much Very Poor

2. To what degree did the student develop the proper work attitude and project work habits?

To A Great Degree] 2 3 4 5 Very Little

3. Do you feel the frequency of coordinator visits and phone calls was adequate?

Yes 1 2 3 4 5 No

4. How many times do you feel it is necessary for the coordinator to visit you? (Per Year)

_____ 1 - 2 _____ 3 - 4 _____ 5 - 6 _____ 7 - 8 _____ 9 - 10

_____ 11 - 12 _____other

5. Do you feel that projects were of a significant nature for the student to do?

Yes 1 2 3 4 5 No

6. What projects do you feel would be important to the program and to student in addition to those done this year?

7. What was the average amount of time you spent in preparation for a student weekly visitation?

_____none _____15 - 30 minutes _____30 - 60 Minutes _____more

8. What was the average amount of time the student spent with you during weekly visitations?

_____ less than 30 minutes _____ between 30 & 60 minutes

_____ between 1 & 2 hours _____ more than 2 hours

9. Would you hire this student if your needs were of a nature that you needed additional help?

_____Yes _____ No

TRAINING ADVISORS EVALUATION OF PROGRAM (continued)

10. Are you willing to take on a Project Method Student next year?

_____Yes _____No

11. How would you compare the experience gained by a student under the Project Method as oposed to the experience an actual Co-op (employed) student would gain?

12. Please comment on any other areas of concern not covered by previous questions.

MADISON METRO DISTRIBUTIVE EDUCATION

Trainee Dylan Abraham Stan Lynch Training Station Manchester's Date Jan. 19, 1973

JOB TASKS/RESPONSIBILITIES	RELATED CLASSROOM NEEDS	LEVEL OF ACHIEVEMENT
Assign: Feb. 19 Due: Feb. 26, 1973 Trip to Madison Newspapers, Inc. Written report or essay on "What aspects of retail advertising appeals to you the most."	outside permits check with Mrs. Best on time, etc... *week prior to this prepare questions on this topic	
Assign: Feb. 26 Due: March 5 Discuss proof corrections transfer of buyer's corrections to a final proof	Week of teacher's convention. Students will meet with training advisor on one other day instead of Friday.	
Assign: March 5 Due: March 12 Write 30 second radio sport on ½ page and full page (type)		

Training Sponsor _____ Trainee _____ Coordinator Initials _____

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MADISON METRO DISTRIBUTIVE EDUCATION

Trainee Dylan Abraham / Stan Lynch Training Station Manchester's Date Jan. 16, 1973

JOB TASKS/RESPONSIBILITIES	RELATED CLASSROOM NEEDS	LEVEL OF ACHIEVEMENT
Assign: Jan. 29, 1973 Due: Feb. 25, '73 Full page layout on any type of misc. using Manchester's philosophy and policies (if figures are used must use at least 4) DUE LATER	Co. Policies on Advertising Confidential	
Assign: Feb. 25 Due: Feb. 12 Ad with headline written in ½ page	Ms. Best will supply buyer's ad requests, photos.	
Assign: Feb. 12 Due: Feb. 19 Copy discussion with Ms. Best do's and don'ts Write copy on previous ad Key in & type on separate	at training station	
Assign: March 12 Due: March 19 Trip to WIEM with Phil Robbins & Ms. Best Written report on occupational duties of people at WIEM Related to advertising	prepare lists of questions on this topic	

Training Sponsor _____ Trainee _____ Coordinator Initials _____

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PROJECT METHOD

DISTRIBUTIVE EDUCATION

RECORD OF OUTSIDE VISITATIONS

WEEKLY

STUDENT	DATE TIME	DATE TIME	DATE TIME	DATE TIME	DATE TIME	DATE TIME	DATE TIME	DATE TIME

1 PROJECT PROGRESS RECORD

DATE	REFERENCE	PROJECT	DESCRIPTION	OUTSIDE ASSIGNMENTS	PROGRESS MADE
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

DISTRIBUTIVE EDUCATION

Policies Regarding Outside Visitations by Students

Students going out on an outside learning experience at a business must do the following:

1. Establish at the time of a previous interview the nature of the learning experience which is to take place during the following interview.

2. Set a definite day and time for the learning experience.

3. Prepare a neat list of questions pertaining to the interview coming up.

4. Submit the questions to the instructor before the interview for approval.

5. Confirm the appointment on the morning of the appointment to insure that the person visiting that day is available.

6. On return to school (class) the next day, obtain a Outside Learning Experience Form from the instructor and fill out in detail using the backside of the form if necessary to explain in depth all information gained.

7. Be prepared to give an oral description to the instructor and class on the nature of the learning experience that took place.

In the event that the interview time conflicts with your other classes, appointments must be made a week in advance. The instructor will then issue you a field trip permission slip which must be signed by all teachers interferred with. No excuses will be issued to students who do not follow the procedure

DISTRIBUTIVE EDUCATION

Project Method Description

Project method in Distributive Education is a program of instruction in Marketing, Merchandising and Management which has a series of regularly scheduled learning activities and projects geared to individual student career objectives.

It is, in most cases, a non-employment program of advanced learning in the above phases of distribution. Selection of career interest or career objective is followed by selection of a training advisor in business who with the aide of his total staff, trains the student in marketing, merchandising and management policies and practices.

Students spend a balance of time in school store management, in class written projects and learning experiences at the advisors place of business.

Suggested learning experience guides are the basis for outside learning in this program. Project method students receive two (2) credits per year for the course .

Topic: CONTRACT TEACHING

Presenter: Evelyn K. Bangtson
Whiteside Area Vocational Center
Sterling, Illinois

DEFINITION OF A CONTRACT

Mutual Agreement
Written Agreement
Two or more people draw the agreement together

REASONS FOR INDEPENDENT AND INDIVIDUALIZED STUDY

Different jobs and needs
Different interests
Different abilities
Different speed

TEACHER BENEFITS

Frees the teacher for individual conferences
Allows time for small group instruction
Permits the teacher to serve students in more than one way
Teacher can expand the program to meet more needs
Provides a system of current and progressive record

NEW TEACHING CONCEPT DIFFICULT FOR STUDENTS TO GRASP

Explain slowly and thoroughly
The teacher should set his own ground rules accurately
Teach students that D.E. is halfway between business and industry, therefore, instruction should be different and in a manner that will prepare them for the adult world.
Explain all available materials
Explain research and how to search for themselves
Spend time with those who do not grasp the concept
Confirm "organization" (sometimes the classroom will look and sound like mass confusion but it still is organized)
Motivate student to build their desire
Explain degrees of success
Some will fail so be prepared to help them
Discouragement possible
Stress the realism of this method to the world of work by using a retail business as an example

ORIENTATION TO THE STUDENT

Explain to the students the definitions of CONTRACT, ORGANIZATION, and INDEPENDENT STUDY
Choice of Grade is by the student
The teacher will be guiding and not assigning
An individual conference with the teacher will be possible

ORIENTATION (continued)

The student will develop responsibility, self-discipline, initiativeness, success and defeat, detail thinking and habits, and creativity
Students will have a chance to set goals, and to learn to make a decision

HANDOUTS TO THE STUDENTS

The contract form
A Unit of instruction prepared by the teacher giving choices. Teacher helps the students as a group to complete the contract

HELP THE STUDENTS TO PREPARE THEIR FIRST ORIGINAL CONTRACT

After the completion of the teacher prepared unit be sure to discuss types of evaluations a student could choose.

RULES

Students have two (2) days to draw the contract and have it signed if research is needed in changing books or subject area
Late contract will result in one grade down per day--this applies to either signing or completion of a contract
Grade of a contract will be decided in a conference
The student and the teacher together will decide the grade, considering the time of completion, the grade disired, the value of work completed, the quality of the evaluation performance
Student must live up to his bargin and complete the contract. No easy out due to lack of judgment of time, quality, or quantity
If time is wasted a student may have to "moonlight" as a breadwinner to make ends meet
Never will a higher grade be given than the contracted grade
Consideration will be given for an early completion of a contract
Failure to complete a contract will result in an "F" for the period of time of the signed contract
If the contracted grade has been attained, a new contract for a higher grade may be drawn for the same assignment
If the contracted grade has not been attained, a new contract for the same assignment will not be allowed
A teacher may extend a contract for reasons of illness, another project, or an emergency
A contract must be drawn for all activities such as club assignments, display window, etc.
A contract can be drawn for a two (2) day period to a two (2) week period of time. This is the minimum and maximum time limit and I encourage fairly short contracts in the beginning

RECORDING CONTRACTS

Keep in a notebook with a section for each student
Keep an accurate and current record

RECORDING (continued)

This record shows the student's progress and the materials used. It is especially valuable if the student returns for a second year in a two year program.

A student's record sheet records:

His name
Date signed
Contracted material and description
Date to ce completed
Contracted grade
Date completed
Grade received

CONTRACT A REALITY METHOD

The value of any contract encountered in life
Visualizes to the student the value of planning. Student plans according to his training plan
Student matures as he learns to work by himself. Teachers and parent's guiding and planning ofter stops with graduation

USES OF METHOD

Not limited to D.E. or high school
Contract may be used for individual study, small group, or large group activity

DISADVANTAGES

More recording is required
Teacher plannir · includes more guidance
More nerve strain due to the number and types of activity within the classroom
Individual motivation is needed by the teacher to keep the students progressing toward their set goals with interest
If not properly presented the student will not start with enthusiasm. It takes awhile for the student to grasp a new type of instruction.
Many students do not wish to develop responsibility or to be responsible for decisions and self-discipline

DISTRIBUTIVE EDUCATION
INDIVIDUAL STUDY CONTRACT

I _____ (student), here-in-after called party of the first part, a resident of this state with partial competency to contract, agree to complete _____ _____ (assignment description) as per the attached assignment sheet by _____ (date) with _____ (teacher), here-in-after called party of the second part for the possible grade of _____ (letter).

It is understood that upon completion of the assignment, a conference will be held between both contracting parties to determine the attained grade.

It is also understood that failure to attain the grade for which the party of the first part has contracted on the day stated previously results in irrevocable breach of contract and the lower grade obtained will be received If said contracted grade has been attained, a new contract for a higher grad may be drawn for the same assignment.

It is to be further understood that shall the party of the first part not attain said grade, party of the second part is under no legal obligation to award a higher grade on subsequent contracts.

Demonstration _____

_____

_____

_____ (student signature) _____ (teacher signature)

_____ (date)

One Copy to Student _____
One Copy to Teacher _____

Topic: Individualized Projects
Presenter: Cal Scheuermann
Homewood-Flossmoor High School
Flossmoor, Illinois

Objective: To help workshop participants plan and write projects.

-understand how to approach the preparation of projects.
-understand how to present projects to students.
-understand the importance of student-learning projects to the teacher and student.
-understand the outcomes of using student-learning projects.
-prepare at least one student-learning project.
-look at prepared student-learning projects that other people have done.

Students objective: _____

Complete within 120 minutes.

Explanation of the project: General discussion and presentation will be followed by the preparation of a student-learning project.

Materials needed: Paper and pencil.
Background knowledge.
Textbook or written unit materials.

General Concepts

Qualities and attitude that the teacher should have to make projects successful.

1. creative ability
2. open minded
3. willingness to expand ideas
4. willingness to help students individually
5. healthy attitude towards learning
6. willingness to accept criticism
7. know that he is not always right
8. willing to present projects with open ears
9. must realize that some first reactions will be negative
10. be positive
11. be sure of yourself
12. be definite (flexible as needed)
13. know what you want out of students
14. enthusiasm
15. develop interest
16. carry thru on a project assignment--don't expect half jobs from students "expect a lot and you will bet a lot"
17. willing to turn students loose (noise level may raise)

Advantages of the use of well planned projects.

1. student has a guide to follow
2. performance expected of the student is known
3. student has teacher and student objectives in front of him
4. students learn by doing
5. students use other teachers
6. students do their "own thing"
7. instruction is individualized according to the students ability
8. variation to traditional lecture method
9. creates interest
10. students ask questions
11. students see a tangible result of his efforts
12. current ideas and sources can easily be used

Sources for more information:
Business Education Forum, April 1972 p. 17
The Balance Sheet, September 1973 p. 22.

SUGGESTED LAYOUTS FOR STUDENT-LEARNING PROJECTS
list of major areas to include
for each project sheet

A. Include the following with your finished project (list what student is to turn in)
Purpose of the project
Significant aspects of the project
Actual activity
References
Materials
Special discussion
Evaluation

B. Include the following with your finished project
Purpose of the project
Time allotted
Specific instructions
Procedure
Format of the finished product
Evaluation

C. Include the following with your finished project
Purpose of the project
Time factor
Procedure
Companies that offer assistance
Evaluation

D. Include the following with your finished project
Time allotted
Goal of the project
Explanation of project
Procedure
Steps to follow
Follow-up
Evaluation

E. Standard type of format that someone may want to always use
Title
Identification
Time
Objectives
Student objective
Tie-in
Action
Form or method
References
Evaluation

PROJECTS

- TITLE - Writing a one minute radio advertisement.
- IDENTIFICATION PROJECT NUMBER - P - 1
- TIME ALLOTMENT - 2 class periods.
- OBJECTIVE-PURPOSE-IMPORTANCE OF PROJECT -
  PURPOSE - To give you experience and knowledge of what a radio advertisement should consist of in order to appeal to and catch ones listening attention.
- STUDENTS OBJECTIVE - _____

  _____

  _____
- TIE-IN STATEMENT - We have previously discussed a number of good suggestions on how to write a successful radio advertisement. These suggestions include the use of types of words, music, voice, humor etc. It is very important that you write for the ear but use words that make pictures or create images in ones mind. It is important that you do some short research on what you will do your advertisement on plus stating the product whether it is new on the market or not. Since we have discussed the time that certain advertisements are broadcast please state when you think would be the best time for yours. Your advertisement will consist of approximately 160-170 words.
- WHAT DOES THE STUDENT DO?
  a. Find a product or service to write the advertisement on.
  b. State the time of day the advertisement should be broadcast.
  c. Apply good word use to the advertisement.
  d. Apply good voice in order to lead the listeners to your thinking.
  e. Write the advertisement for one minute.
  f. State the facts about the product or service clearly.
  g. Broadcast your advertisement to the class.

PRICE DATA COLLECTING PROJECT

Mkt. Res. III - 1

Include the following with your finished project:

1. Name
2. Career Objective
3. Date you began the project
4. Date you finished the project
5. Statement of your objective or goal

Purpose of the project: Determine price differences by providing a means in which students can participate in the activity of collecting data.

. Given available data, the student(s) will perform the procedure of collecting data. The data collected must be useable in comparing data collected in other situations.

Before beginning this project you should review the section in the Marketing Research Manual on "Personal and Mechanical Observation" starting on page 63.

This project will deal with the collection of data from a primary source.

Groups of three students each will be selected.

Data will be collected from local grocery stores.

Actual Activity:

1. As a group the members of the class will prepare a form on which data will be recorded by each individual group when collecting their research data.
2. As a group the members of the class will prepare a comparison analysis form.
3. Each group will set up an appointment with a grocery store manager with the consent, help, and approval of the teacher.
4. Each group will go to its grocery store and collect prices of merchandise indicated on the form prepared by the class.
5. The group will be required to record their information on the cummulative data sheet form (comparison analysis form).

References: Consult the store manager.

Materials: Clipboard
Pencil
Prepared forms
Scratchpaper

Special Discussion: During the class-period after data has been accumulated and recorded, a review session will be used in which the results can be shown on an overhead projector and the class relate the findings.

Evaluation: Within the group the students will evaluate each others participation. The group will be evaluated according to neatness, completeness of prices obtained (within limits), organization and cooperation in setting up the appointment and getting the data.

Topic: THE MINIATURE MALL - A Means of Maximizing Preparatory Instruction in Distributive Education

Presenter: Richard Guyor
Carmen School District
Flint, Michigan

The real challenge facing distributive educators today is the problem of providing preparatory instruction (pre/co-op) that is realistic enough to do the job of selling careers in marketing.

The successful emergence of the area skill center in recent years has proven the acceptability amongst our youth for practical experience as a means of learning.

Far too often the excitement and challenge that exists in the occupation is lost in the classroom, despite the most sincere attempts by the teacher to explain or even simulate it.

To be certain, there is still a place for projects, guest speakers, gaming, films and filmstrips, and the gamut of educational supplements. It is my contention, however, having tried every conceivable motivational method, that there is no substitute for the realism that is encountered in the cooperative phase of D.E.

Yet the problem remains: how do you bring this realism and resultant enthusiasm to your preparatory students?

Ask yourself this: How many D.E. students have you lost . . . either during or after preparatory instruction . . . only to find them (a year or two later) employed in a marketing occupation through their own effort? The inevitable next question (a very personal one) is "where did I fall short . . . where did I lose them when I knew I had something to sell them that they would really like?"

The answer lies not in the reassessing of your learning objectives, but in the reassessment of the methods used to introduce marketing concepts today. To maximize preparatory instruction, marketing education has to become a series of real experiences that the student - trainee can relate to in a structured and supervised environment, in terms of his own past experiences and beliefs.

Given these experiences, the teacher/coordinator can allow each student to experiment with his own ideas, establishing workable policies and procedures to meet the demands of the immediate situation.

The next problem that faces the conscientious coordinator is the framework within which real experiences will be obtainable. To be sure, there are a lot of school stores already in existence that have provided realistic experiences.

Two solutions seem applicable at this point: departmentalization and the use of the separate store concept, hereafter referred to as the Miniature Mall or Mini-Mall concept.

To a degree, the results of each are similar. Each provides for a greater variety of merchandise and a breakdown of store functions by merchandise lines.

The primary advantage of the mini-mall is the individual store image that you can develop and establish with each merchandise line or cluster of related lines. In effect, you can take all the experiences involved in a single-store operation, i.e. selling, buying, advertising, bookkeeping, management, display, sales promotion, etc., and multiply them by the number of stores you choose to operate.

In practice, the mini-mall appears to have more to offer its customers, and in fact does have more to offer its employees.

Topic: THE MONTEVIDEO MODEL STORE

Presenter: Jim Olin
Montevideo High School
Montevideo, Minnesota

To provide students with a realistic Distributive setting in which to:

(1) explore the areas of Marketing and Distribution.

(2) visualize the role of Marketing and Distribution in our Free Enterprise economic arrangement.

(3) develop basic job entry level skills.

(4) realize the importance of people and effective communication within the world and the world or work.

(5) develop and refine a tentative career objective for possible post-sedondary instruction.

(6) gain actual hands-on experience in Marketing and Distribution.

ORGANIZATION

1. The Montevideo model store is located in downtown Montevideo, Minnesota. The store is situated right in the middle of the retail district. The Model Store's unique location makes it an important part of the Montevideo business community.

2. The interior of the Montevideo model store is arranged in a Mall setting with six separate stores. The stores are:

   Women's Apparel
   Men's Apparel
   Gift Shop
   Hardlines Store
   Travel Service
   Grocery and Drug Store

3. Within each store are four departments:

   Sales Promotion
   Management
   Merchandising
   Controlling

4. The Montevideo Model Store is actually two stores in one, a SIMULATED STORE and a REAL STORE with merchandise for sale to the buying public. The simulated store is stocked full of real merchandise obtained from manufactuers. This merchandise is either defective or discarded for some other reason, it cannot be resold to the public. This merchandise is used for the students to learn on and to practice the skills of merchandising on. But, periodically throughout the school year we actually open the doors of the model store to the buying public.

All merchandise used in the simulated setting is stored away and students bring in merchandise on a consignment basis from local retailers and stock it in our store. The doors of the model store are then opened and our students serve the buying needs of the community of Montevideo. The length of our Grand Openings are usually 14 - 21 days, last year we served over 750 customers in that time period. After the Grand Opening merchandise is returned to the retailers along with the money received for selling their merchandise, 10% of the profit is kept by the DE program for handling and moving the merchandise.

5. The model store is the Junior (11th grade) program for Montevideo DE students. The model store serves as a supplement for the Senior (12th grade) individualized program.

6. Students are bused to the Montevideo model store on a daily basis. Length of instruction time within the store is a two-hour time block. A car is run to the model store on a daily basis for Senior's that need to utilize the store's resources.

7. The model store in Montevideo, Minnesota is not a substitute for on-the-job training. We have 55 seniors on-the-job with 5 juniors working. The store is the program of instruction for juniors and a supplement for the senior individualized program.

8. The school year in Minnesota is 38 weeks in length. The first two weeks of the school year is spent in general orientation. The remaining 36 weeks are broken down into four (4) nine week cycles. Each student will spend nine weeks or one cycle in four out of the six stores and will operate in all four departments within the course of the school year. EXAMPLE: A student may start the year as a Sales Promoter in Women's Wear, after 9 weeks or on cycle the student rotates to Men's Wear and becomes a Manager, after completion of that cycle the student rotates to Travel Service and becomes a Controller, after completion of that cycle the student rotates to Grocery and Drugs and becomes a Merchandiser. Our goal is to expose the student to all departments and as many stores as we can.

9. Student learning packages have been developed on every area covered within the model store. These learning packages are issued to each student and serve as an excellent source of reference for them. Each package has behavior objectives and a post test to help the DE student with important terms and concepts. In addition, slide-tape presentations and audio-visual equipment is used to supplement the learning packages and actual work done by the student in the store.

10. Description Of One Cycle Of Operation: Each cycle within the Montevideo Model Store is nine (9) weeks in length. With eacy cycle there are two model stores that operate, (1) a simulated model store setting and (2) a real store that actually opens up to the buying public. The first six weeks of the cycle are spent in having the student learn and work in his department and store. Learning packages are issued and student use the simulated store setting to learn basic entry level skills in Marketing and Distribution. The seventh week of the cycle the students prepare the store and themselves for a parent open house. This open house serves as a dry run for students in preparing for a Grand Opening and also gives their parents a chance to see what the students have been doing in Distributive Education.

The 8th and 9th weeks are spent in preparing the model store for the Grand Opening where real merchandise is brought into our store on a consignment basis from local retailers, students are also checked to make sure they are personally ready for the Grand Opening. At the end of the 9th week the doors of the model store are opened and our students serve the buying needs of the community for approximately 14-21 days. The store is then closed down, merchandise no sold is returned to the local retailers and we evaluate what we did. We then rotate and start another cycle within the store.

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THE MONTEVIDEO MODEL STORE
CURRICULUM OUTLINE

ONE CYCLE OF OPERATION WITHIN THE MONTEVIDEO SENIOR HIGH SCHOOL MODEL STORE MONTEVIDEO, MINNESOTA

1. The first two weeks of the school year:

   A unit is covered on "GETTING A JOB". Areas covered include application form, letter of application, personal data sheet, job intervies, follow-up letter and letter requesting personal references.

   Each student must correctly fill out an application form for employment, write and type a letter of application and personal data sheet, go through a job interview, write and type a follow-up letter to the job interview and write and type a letter requesting personal references.

   This unit is covered at the first of the school year because students will be using these different means of applying for jobs within the model store. Also, this unit offers an excellent opportunity to integrate value clarifications strategies while students complete assigned tasks for the unit.

2. Students now break down into their stores and individual departments to start work in the model store. A description of activities performed within each department in their correct order follows:

   MANAGEMENT

   Develops their own employee application form to be used in their store.

   Interviews each employee within their store, has each person fill out application forms and obtains information from employee for entry on the Employee Personnel File.

   Completes all interviews and makes sure an Employee Personnel File is established for each employee.

   Begins work on Employee Personnel Handbook, handbook contains rules of conduct, an Organization Chart of the store, pay schedules, policies concerning overtime pay, sick leave, tardiness, absences, discipline, employee discounts on merchandise etc.

Management conducts a store meeting at which time they explain and issue to each employee the handbook.

Start work on a STORE IMAGE PROJECT where each manager determines the type of image his or her store should convey to the buying public.

After completion of this project each manager conducts a store meeting to explain the image of the store and how they will go about projecting this image to the customer.

Management starts work on establishing a budget for sales promotion, salaries, salesmen commissions.

A employee newsletter should be developed and sent out to all employees.

Evaluation forms on all employees must be developed and an individual meeting held with each employee to explain them.

An awards and incentives program should be developed and implemented.

In addition to the tasks mentioned above the managers are responsible for approving everything coming out of other departments. This means they are constantly meeting with their departmental heads and communicating with them on their operation.

SALES PROMOTION

Receives handout on INTRODUCATION TO SALES PROMOTION, must take post-test on it.

Takes field trip to downtown Montevideo where they sketch two display windows and fill out a display planning sheet.

Dress a male and female mannequin.

Plan and organize a display window within the model store.

View a slide-tape presentation on window and interior display.

Dress a window within the model store.

Take a field trip to local newspaper and view ad layout in action.

Start planning the layout of the first issue of the DECA Times newspaper (this is the monthly newspaper published by DE students for distribution to the community.)

Finish work on layout of DECA Times and send it to press.

Take field trip to local reaio station to see a spot ad developed.

Plan and organize three spot ads for the radio on tape recorder within the model store.

Record the spot ads and evaluate.

Change windows within the store on a weekly basis.

Start work on TV ad for model store.

Plan and organize a TV spot.

Video Tape the TV spot and evaluate.

Communicate with management at all times on image they are projecting.

Keep track of the sales promotion budget and stay within it.

MERCHANDISING

Receives handout on Personal Selling.

Start work on personal sales with instruction on sales attitude and creating a good selling atmosphere.

Receive instruction on approaching the customer.

Each merchandiser is introduced to cash register operation and change making.

Student receives instruction on why people buy - buying motives.

Student receives additional instruction on cash register operation and change making.

Student receives instruction on the sales presentation.

Student receives instruction in noting customer objections while in the sales presentation.

Continuation of cash register training and change making.

Work is done on closing a sale.

Student receives instruction on closing techniques.

Work continues on the cash register.

Student receives instruction on suggestion selling.

Student receives instruction on selling big-ticket items.

Student goes through a sales demonstration which is video-taped and where the cash register is used.

Student receives instruction in BUYING.

A physical inventory of all goods in the Model Store is taken.

Theories behind pricing, mark-up and mark-down are discussed.

Student marks good within the store.

Shipping and receiving are discussed.

General store maintenance and upkeep are stressed.

Students go to local retailers and start bringing in goods on a consignment basis for the Grand Opening. This is our version of going to market.

Merchandiser must inventory, mark, stock and arrange all consignment goods.

CONTROLLING

Opens up the payroll register by entering each employees name on the register.

Opens up individual employee payroll sheets.

Views a film strip on business CREDIT from the business point of view.

Views a film strip on consumer credit from the consumers point of view.

Receives handout on Credit.

Must organize and implement a credit policy for their store.

Develops a credit card to be issued to employees within their store.

Must develop an application for credit.

Recives instruction on banking services.

Must issue payroll checks for first payroll period.

Must prepare an accounts payable ledger for their store.

Must prepare a sales journal for their store.

Must issue checks for the next payroll period.

Opens up a perpetual inventory file on all merchandise within their store.

The Montevideo Model Store is actually operated on a series of memos that are issued by management and the DE Coordinator in instructing students what to do for a particular day or class period. After students have worked in the store for a period of time memos are eliminated because students know their jobs and go to work without being instructed to. Memos are issued if a new phase of the operation is introduced.

One of the real challenges of coordinating a Model Store operation is to make sure your students see the interrelationships among differing departments. This takes much planning and coordination on the part of the DE Coordinator.

The end result of the Montevideo Model Store is the GRAND OPENING. This event serves to reinforce everything the student has been doing for 9 weeks. It is very effective because IT IS REAL, and the student learns by doing.

Topic: THE CLASSROOM IN THE MALL

Presenter: Dick Shaink
Capitol Area Career Center
Mason, Michigan

FIVE MAIN OBJECTIVES OF THE RETAILING PROGRAM

1. To provide group and individual training in retailing skills and knowledges.
2. To build student self-confidence.
3. To develop managerial and interpersonal relationship skills so that the student may more effectively relate with and understand people, including self.
4. To provide a business-like atmosphere coupled with guidance counseling conducive to any needed personality changes.
5. To provide the opportunity for career exploration of retailing occupations.

3 PARTS TO THE PROGRAM

After First 6 Weeks
(Each Class 2½ Hrs.)

	M	T	W	Th.	F
Part 1. Related Instruction		x		x	
Part 2-a. Co-Op.		x		x	
Part 2-b. Career Work Exploration	x	x	x	x	x
Part 3. Independent Projects	x	x	x	x	x

.....

CAREER WORK EXPLORATION DEFINITION

Students working for store managers for no pay, during the class time on Monday, Wednesday, and Friday for a duration of one to four weeks.

CAREER WORK EXPLORATION PROVIDES:

1. Real training and experience.
2. Career exploration.
3. Employer Exploration.
4. Feeder system to Co-Op.
5. Future business contracts.

If you wish further information on the "Retailing House" please contact:

Mr. Thomas Doughty
Jackson Intermediate
School District
Jackson, Michigan

LOCATION OF CLASSROOM

The classroom occupies a room that was originally storage space for the Meridian Mall Maintenance Department. The mall resides in Okemos, Michigan, two and one half miles from the campus of Michigan State University, East Lansing.

Classroom Size - - 33 X 33 - 1000 sq. ft.

LEASE ARRANGEMENT

The Capital Area Career Center holds a three-year lease at a cost of one dollar per year with a three year option.

The M.H. Hausman Corporation, in addition to providing the lease, furnishes all utilities with exception of the phone.

The C.A.C.C. provided funds for the interior construction and equiping of the classroom.

PROGRAM OPENED TO:

Interested juniors and seniors who are enrolled in one of the eleven school districts served by the Capital Area Career Center. No distinction is made between juniors and seniors entering the program.

Student Selection: By the teacher-coordinators choice; student selection is left to the ome school counselors.

Criteria for Selection:
1. Student be interested in Retailing as a career.
2. Student is able to provide own transportation to Mall Classroom.

Topic: DEVELOPING A SMALL BUSINESS LEADERSHIP PROGRAM FOR BEGINNING AND/OR MARGINAL BUSINESS

Presenter: Roger Krueger
Wisconsin Indianhead Technical Institute
New Richmond, Wisconsin

PHILOSOPHY OF PROGRAM:

The purpose of this program is to prepare the small retail and service businessman to better understand the operation of businesses in order that they can make adequate profits on their investments.

PROGRAM OBJECTIVES:

1. To initiate a plan for identification of specific educational needs for the small businesses of District 18.

2. To establish curriculum content to meet the education needs of small business in District 18.

3. To establish core curriculum materials which could be used in regional program development for common interests in business education for District 18. Success with this core curriculum would justify its use and trial in other vocational Districts in the state of Wisconsin.

4. To identify and establish a call staff faculty for this program with the expertise needed in the various subject areas.

5. To present specific sessions containing information known to be needed by the successful small businessman.

6. To provide a setting for exchange of information and techniques among various members enrolled in the program.

7. To provide opportunity for student conferences with instructor to discuss individual business practices.

8. To establish programs to assist the recent high school graduate inactively pursuing education necessary for successful employment in the business world.

COURSE DESCRIPTION:

Small Business Leadership is a two year program.

It will consist of one 2 hour classroom session per week for a total of eighty - four classroom hours within a two year span.

All students will receive up to ten hours per year of individual visitation/conference time with a qualified instructor depending upon their individual needs.

ADDITIONAL INFORMATION:

Students may be incorporated into the program at any time and will be allowed to atten until they have completed the entire Small Business Leadership Training Cycle. Classe will not be held between Thanksgiving and early January in order to allow for extra demands on businessmen during the holiday season.

SMALL BUSINESS LEADERSHIP
SCHEDULE OF CLASS TOPICS

UNITS	SUGGESTED HOURS
I. INTRODUCTION	
A. Going Into Business	2
B. Personnel Management	6
C. Record Keeping	6
II. HUMAN RELATIONS AND SMALL BUSINESSES	
A. Motivation	4
B. Customer Relations	6
C. Community Relations	4
D. Community Organization	4
E. Communications	4
III. THE FOUNDATION OF SMALL BUSINESSES	
A. Advertising	4
B. Finances	4
C. Insurance	4
D. Taxes and Tax Procedures	4
E. Small Business Administration	2
F. Danger Signals in Small Businesses	2
IV. SPECIALIZED AREAS OF SMALL BUSINESSES	
A. Service Oriented Businesses	2
B. Product Oriented Businesses	2
C. Specialty Businesses	2
V. THE LAW AND SMALL BUSINESSES	
A. Law--Federal Wage/Hour Law in Small Firms	2
B. Law--Proprietorship, Partnership and/or Corporations	2
C. Law--Collections/Accounts Receivable	2
D. Shoplifting and Bad Checks	2
E. Wills and Retirement	2
VI. GROWTH AND SMALL BUSINESSES	
A. Expansion	2
B. Market Research	2
C. Planning for Profit	2
D. Franchising	4
E. Utilizing resources available to the Small Businessman	2

Topic: "Development and Implementation of Specialized Programs in Marketing at Community Colleges: Real Estate"

Presented by: Charles F. Falk, Chairman, Business Division--William Rainey Harper College, Palatine, IL

A real estate curriculum comprised of 18 semester hours of credit and leading to a certificate of completion was inaugurated at William Rainey Harper College in Palatine, Illinois in 1971. To date, over 800 enrollments have been logged in the program, which is considered to be a success.

In brief, the goals of the Harper program are: (1) in-service training and an opportunity for personal professional development among those already licensed; (2) pre-licensure training for those preparing for a career in real estate; (3) familiarization with the field for those with laymen's interest; and, (4) provide support courses for the Harper "Legal Technology" curriculum.

Do's and don'ts in the development process were identified as follows:

1. Obtain support of real estate professional community: i.e. REALTORS.
2. Select an advisory committee of REALTORS who are educationally-oriented (even if they are not the most prominent from a volume standpoint).
3. Consult resource people in vocational education section of the state education bureaucracy (they may help you to avoid discovering the wheel all over again).
4. Check state licensure requirements (they vary from state to state) concerning formal education requirements necessary before one may sit for exam. Also, your school may have to be approved by the state before work taken with you can count toward licensure education requirements.
5. Be especially careful in selecting instructors for the first series of class offerings.
6. Promote the program heavily among the professional community, using direct mail. You will be competing with other agencies offering similar educational experiences.
7. Be sure to conduct a "needs assessment" survey to validate need for the program, to gain support for the program among the professional community by giving them an opportunity to input, and to create an initial publicity barrage concerning the forthcoming program.

Implementation Problems/Issues were identified as follows:

1. College credit programming is not the tradition in real estate education. Institutes and proprietary schools are.
2. Establishing a college credit based program as the professional route to career development will be a problem.
3. Staffing will be a problem. You will have to rely on real estate professionals for class coverage. There are not many good ones available for teaching assignments. Someone should be employed for the purpose of administering the real estate program and to do some of the teaching (filling out the rest of his teaching schedule with general business courses during the day). The field is too technical to expect the uninitiated marketing coordinator or department chairman to run the program as an additional duty.

4. Course scheduling should be given careful consideration and advisory committee input should be sought. Sequence of courses (you can't offer all courses each term) times of day, and days of the week should be carefully decided upon. Regional differences may cause optimum scheduling in the Chicago area to be inappropriate elsewhere.
5. Curriculum content should be carefully considered with the help of the advisory committee. A "canned" curriculum from another college may not meet local needs. Think about a prerequisite hierarchy and the credit/contact hours for each course. For example, should they all be 3 credit hour courses? Should nobody be permitted in the advanced courses without the principles course?
6. Prior student experience and education. Many students will come to the program with previous education in real estate and with varied degrees of experience. Be prepared render appropriate advisement and placement (which assumes you would know something about the value and nature of other programs in real estate and of the profession itself). Consider developing instruments for gi ing advanced placement and credit by exam.
7. You may face competition with an adult education (non-credit) program within your own institution. Be sure that the public is not confused as to the nature and purposes of the two programs via public information offices and publicity.
8. Know something about job and career opportunities in the real estate field. The success ratio is very low and your students should be apprised of this before they make a major commitment of time to the program.

A follow-up study after one year of program operation was conducted at Harper College. This study provided valuable insight concerning student reaction to the program and tended to validate the initial curriculum decisions made during the developmental stage. The study also revealed that many students majoring in other programs were taking real estate courses as electives because of the charasmatic nature of the field. This market provided a group of enrollments which were not envisioned by the curriculum developers.

In conclusion, it was noted that there is a national trend toward requiring formal college course work in real estate among those who are choosing to work in this field, which, in itself, should be an inducement to consider adding real estate to the roster of career programs offered by post-secondary institutions.

10/12/73

An Adult Education swap shop was conducted on various programs being conducted in Region V.

Topic: WE STAND ON OUR RECORD?

Presenter: Joseph Tobin
Gateway Technical Institute
Racine, Wisconsin

What is the record of distributive adult education? Quoting from an article written by Ed Nelson for the publication D. E. TODAY, titled "Needed: A Renewed Priority For Adult Distributive Education", Mr. Nelson states: That in 1965 adult distributive education enrollment totaled 250,222. This was 82.7% of the total enrollment for the year. In 1971, enrollments were 251,099, a very slight gain but this was only 43.4% of the total distributive education enrollment.

Now ladies and gentlemen, any good marketing man would get up tight, when he sees his share of the market drop severely. If he is to stay in business he had better do a little market research to determine what has happened.

No doubt the high priority and emphasis that was placed on full time programs had an effect on the enrollments. There has been perhaps a change in the overall philosophy of the approaches to vocational education. Perhaps the system of funding allowed greater state aids on program courses. Regardless of the reasons, one thing was evident--adult distributive education did not increase when one considers overall growth in the total employment in the field of distribution.

Development of good adult distributive education is not an easy task. It is often the type of training that has a low status in the educational hierarchy. It is more difficult to schedule - you need flexibility, time blocks, course lengths do not fit a neat scheduling package. Special promotional efforts are needed to assure enrollments. There are problems of qualified instructors (generally the problem is good work experience not academic experience).

Time must be spent on special courses development must make contacts to business and industry or trade and professional groups to sell services available and get imput to determine needs.

There are undoubtedly more reasons that could be given for declining enrollments, but that is the past. Little can be done about it now. What is important is the future and the improvement that must be made to improve the position of adult distributive education. I believe the future is bright. Within the next decade, post-secondary education will experience a very seiour enrollment problem due the decline in the young population. You will see a tremendous amount of competition for the high school graduate between the education groups and employers. Consequently it will be very difficult for many of the institutions of higher learning to remain in the educational business. If you observe the class listings advertised by some of the schools in your community you will note the trend.

I believe that there will be a renewed interest in the area of adult education. Contacts with various training directors and personnel managers in business and industry say there has been an indication employee upgrading and retraining for job improvement will be a part of the employee's fringe benefits in the near future. The training will not be conducted outside working hours but will be scheduled as part of the work day. Here is an opportunity to extend our services of adult education. Technology advancements will generate the need for retraining and upgrading. If the future labor force abailable will be smaller, the need to maintain the productivity level will require services of adult education.

Also there is an untapped market for adult distributive education in the various fields of distribution that have been virtually ignored.

These observations, I feel, show a positive position for adult distributive education. Now lets turn to the next step in changing our market position. We can begin by asking some questions. We do know that there are approximately 13 million employed in distribution. But do we know the types of employment that is considered to be a part of distribution? Do we know our customer? Are we providing the training he needs? Does this training give him a salable skill either to enter the job market or for advancement of the job?

Parallel to the individual needs are the needs of business and industry. Does the training provide them with a knowledgeable and functional employee? Are we able to provide training when it is needed? Do we have a line of communication with business and industry, trade and professional organizations to make them aware of our services and at the same time get feedback to implement quality training programs?

Lets look at the market position from another angle. Take a look at our type of training activities. Have we developed "tunnel vision" by staying in the same old fields of distribution? Is retailing the only field in distribution? We need to get acquainted with the total picture.

I feel that selling is synonymous with education. I want to sell you on the importance of adult distributive education. I have attempted to raise a few questions for you to consider in the conference. Our objective should be to develop some guidelines that could be implemented at the local level that would generate an interest in developing or expanding adult distributive education offerings in the community.

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AREAS OF DISCUSSION FOR CONSIDERATION:

To review adult distributive education activities conducted by the representative states.

A. Reports of unique offerings
B. Fields of distribution being served

To evaluate the potential market growth of adult distributive education.

A. Shift to a more comprehensive adult education due to declining school enrollments
B. What are the fields of distribution to be served
C. What are the levels of employment to be served
D. Changes in the distributive fields that will require upgrading and retraining
E. Developing entry level training based on job competencies
F. Training minorities in areas of distribution

To provide imput by business and industry to determine immediate and long-term training needs.

A. How to use the advisory committee effectively
B. Use of trade and professional organizations
C. Ad hoc committee
D. Training and personnel departments in business and industry

To develop training activities and instructional methods.

A. Training trends
B. Types of offering as to structure, duration, etc.
C. Development of course content
D. Recruitment and development of instructional staff
F. Flexibility of course offering - scheduling, etc.

RECOMMENDATIONS FOR CONSIDERATION:

To foster and promote the growth in adult distributive education.

To encourage state supervisors to recognize the potential of distributive adult education and expand the educational offerings within their state.

To reassess the method of computing financial aids to encourage and generate adult education programs at the local level.

To review the priorities placed on full-time programs and to bring better balance of educational offerings to prepare individuals for employment in the field of distribution.

To develop communications with the professional and trade organizations to:

1. Provide imput to develop relevant training programs
2. Explore the immediate and long-term needs of various fields of distributive education

TEACHER TRAINING:

The curriculum of teacher training institutions should include course offerings available to better prepare instructors to understand vocational philosophy, and develop adult education offerings within the community they serve.

To develop an awareness of high school coordinators to adult distributive education needs and how they can serve in their community.

Topic: TO WHOM ARE WE SELLING ADULT EDUCATION?

Presenter: Joseph Tobin
Gateway Technical Institute
Racine, Wisconsin

Mr. Tobin's opening remarks to this session was directed to the importance of communication involving business and industry. There is a need to concentrate on making business and industry aware of the services that can be provided through Adult Education.

Another area of communication that can be developed is with the trade and professional organization that can assist in adult education planning. Too often these types of organization are overlooked. Coordinators should make an effort to contact these organizations in the community. (Examples given were: sales marketing executives; purchasing managers; transportation clubs; American Institute of Banking; Jewelers Association; advertising clubs; etc.) There are many others and all have as part of their organization objectives, some education and training activities for their members. The coordinator has a tremendous opportunity to become a resource for planning and developing those activities through joint effort of the adult education and the particular organization.

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Topic: ADULT EDUCATION AT TRITON COMMUNITY COLLEGE-RIVER GROVE, ILLINOIS

Presenter: Peter Farcaino
Triton Community College
River Grove, Illinois

Mr. Farcaino presented the Adult Distributive Program at Triton College. He reviewed the philosophy of education as advocated by Triton College and how this school was meeting the needs in the community. The adult education program offering makes up approximately 50% of the total enrollment. One point of emphasis is the in-house or in-plant training provided by Triton College to industry and business in the district.

The adult education program is made available to the community through the use of various high schools, church, and community centers.

The promotion of adult education at Triton College includes a newsletter brochure sent bi-monthly to all business and industries in the district. This newsletter keeps business and industry informed of the services offered at Triton College.

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Handout -
Topic:

SOME THOUGHTS ON CONTINUING EDUCATION

by

PROFESSOR DONALD D. FRENCH, Director
State-of-the-Arts Program,
Northeastern University

Continuing Education is generally taken after completion of formal studies and is closely linked to vocational needs. Its role in engineering technology is to familiarize participants with engineering practices, enabling enhanced performance of associated support work. Serving primarily to supplement learning on the job, individual motivation for participation emanates from challenging work assignments and recognition by management of improved performance.

There are three conditions to be met before a continuing education program is established: an abundant market of interested participants, industry willing to support programs and the availability of qualified faculty.

Expectations

Conducting continuing education programs can be a genuinely rewarding experience. However, unless an institution is prepared to take an open stance; be critiqued by students as well as accommodate individual student backgrounds, objectives and needs, it should avoid any endeavor of this kind. Student expectations run high in continuing education, especially when not for credit. One subtle but extremely significant expectation, often disregarded by sponsoring institutions, is that participants want to be treated like adults. They would like to formulate their own objectives and take responsibility for their progress in the program. The institution's role becomes that of a facilitator; helping participants meet their goals. Practicing professionals have pertinent experiences to share, and programs that impede student contributions aren't capitalizing on a valuable resource. Participants enter the learning experience problem-centered vs. subject-centered. They want to solve a chemical problem, not study chemistry per se. Content must be presented in a ready-to-use fashion, and must be keyed to the current job related needs of the participants. Complete coverage of intended content is not nearly as essential in continuing education as in basic educational programs. Courses should be designed for flexibility that enables participants to pursue their individual goals. If students don't get all they want from a program, yet are satisfied with what they did receive, they'll be back for more.

New program development is extremely risky because market requirements are difficult to obtain. Accessibility to potential students is limited, and attempts at reaching them is both time consuming and costly. Institutions already offering programs in specific areas have distinct advantages over newcomers; they are more familiar with the market and can discuss contemplated courses with current students. Committees of local industry representatives, professional societies, faculty and former students are all good sources of opinion and ideas for new programs. Assessing the success and direction of other institutions provides extremely valuable guidance.

Once a course has been developed, the quest for students begins. Often, those responsible for a course's conception know of specific potential students or groups where particular interests may lie. Professional societies, trade magazine announcements and mailing lists are excellent conduits for obtaining direct contact with students. Engineering management and corporate training personnel are extremely effective in promoting programs when they disseminate the information that reaches them. It is vital that managers and training personnel be aware of course offerings so that recognition can be granted to participants, and corporate support made available through release-time and tuition reimbursement. An institution's alumni often look for a legitimate opportunity to return to their *alma mater*, and generally respond well to course announcements. It has been my experience that direct mail is far more cost effective than space advertising

– although the best form of promotion is referral by satisfied participants.

Format

When presenting specialized topics for particular groups, short courses are often the only viable approach. Concentrated short courses can draw well-matched participants from substantial distances. They enable the sponsoring institution to use its own faculty as well as its own instructional and dormitory facilities during intersessions or school vacations. There are disadvantages, however, with short courses since most work organizations are reluctant to incur the problems of job interruption plus tuition and travel expenses while sustaining the participant's salary. Also, concentrated study does not permit significant amounts of outside preparation or the application of learning to the job for the duration of the program.

At Northeastern, most of the continuing engineering studies are conducted in a distributed format. Generally, courses are semester length and presented through weekly evening sessions. This format provides ample time for preparation of assignments, application and class discussion of new learning to the job with little interruption of regular job or family-related duties. Liabilities include long commitments for both instructors and students, in addition to a higher incidence of lateness or absenteeism because of travel, overtime work, family responsibilities, illness and commuting problems.

We have recently received good response to five-session evening "mini-courses". Their popularity stems from a sharp focus on specific topics and reduction in total time and dollar commitments from participants. Variations of format are inumerable. As more work organizations shift to a four-day week, the possibilities improve for innovations such as "5th day" continuing education. Decisions concerning format should consider the program objectives as well as the interests of the participants, work organizations and sponsoring institution.

Faculty Criteria

Finding good faculty members can often be the most difficult task. Continuing Education faculty are key industrial contributors, consultants or university faculty with current industrial experience. I have, on occasion, had to refrain from offering courses in strong demand for lack of an acceptable instructor. Faculty selection criteria include:

- A thorough knowledge of the specialty plus a broad background and familiarity with related information.
- An ability to relate to professional practitioners.
- Sensitivity to groups and their members.
- An ability to create a warm, supportive, non-threatening climate conducive to learning and self-diagnosis, which enables students to share their experiences with their classmates.
- Comfort in an unstructured environment and sufficient flexibility to alter teaching methods or objectives to meet the changing needs of participants.
- Understanding of a variety of media and teaching methods to achieve optimal effectiveness and efficiency of learning.

Not until instructors gain familiarity with learning theory, human development and teaching techniques can the effectiveness and efficiency of the educational process be increased.

No two classes are alike; content and techniques successfully used in one program may fail when repeated. The effectiveness of faculty leadership is dependent on situational variables such as group size, individual personality traits, educational level, age, etc. Course-to-course variations in class characteristics makes it difficult to predict the resulting interaction. An ongoing informal process of feedback must be an integral part of the program to permit continuous adjustment of the educational process. In our programs, students also prepare formal evaluations at *mid-semester*, which enables even major shifts in program direction *prior to* completion. Above all else, however, the ultimate measure of program effectiveness and instructor performance, is referral to others and repeat attendance by former students. At Northeastern, we are pleased to say that most students return to take additional courses – often committing themselves to a regimen of continuing education that supplements their learning on the job.

Topic: TOLEDO'S PLAN FOR CAREER CENTERS

Presenter: Ken MacLaren
Toledo Public Schools
Toledo, Ohio

The administration of the Toledo Public Schools and the Board of Education put a bond issue of the ballot last November based on input from interested parent groups from every school district throughout the city. These groups indicated the directions that they would like to see the Toledo Public Schools take in the future. Based on this, the administration proposed a 2.55 mill bond issue for the purpose of remodeling existing school facilities and for the building and equipping of vocational career centers throughout the city.

The purpose of the presentation today is to solicit your reaction to a plan proposed by the Toledo Public Schools for meeting the needs of the Toledo students.

This plan is the result of a cooperative effort by the administration and various community agencies. Based on the imput of these agencies, the vocational education department has identified career areas in which there are now employment needs or where future needs are indicated.

The proposal for meeting these needs involves the construction of vocational career centers adjacent to the high schools of our city. Successful completion of one of these programs will enable students to enter the next stage of their training for the career of their choice or the actual job itself. The goal of these educational programs is to develop employable and well-adjusted citizens.

WHO? Who will benefit from these career centers? All high school students will be eligible for vocational training in the new centers. Adult education will also be included, thereby promoting more efficient use of the facilities. Industrial training will be provided upon the request of local business and industry. The plans also include post high school training. The goal is to accommodate and serve 60 per cent of the 18,600 high school students.

WHAT? What is Toledo's plan? The plan is to build six (6) vocational career centers around the city. Each facility will have a career specialty for which it will be uniquely known. Students will have the privilege of attending the center of their choice regardless of where they live. The goal will be to provide students with entry level skills needed for employment in the business and industrial community.

HOW? How will all this be accomplished? The buildings will be placed in a close proximity to the high schools of Woodward, Rogers, Start, Waite, DeVilbiss, Libbey, and Scott, supporting the concept that the career centers should be an addition to the existing high schools.

The terminology used in this presentation will be defined at this point to eliminate any confusion in understanding our intent. The programs offered in the career centers will be divided into three clusters. These clusters are defined as follows:

Cluster 1 These are programs which will be unique to one center. Students interested in training for the areas contained in Cluster 1 would travel to the center which has that unique cluster of specialized training.

Cluster 2 Programs in Cluster 2 will be found in two or more of the centers and will not necessarily be related to Cluster 1.

Committees from the employment agencies, the high schools, and citizen groups helped to determine the future employment needs of these career programs. The demand for some career will be great enough to warrant offerings in more than one center but not sufficiently great enough to be offered at every location.

Cluster 3 Programs will be those which will be available in all of the centers. These programs have been identified as being the basic courses or in sufficient demand to warrent this frequent an offering.

Now let us examine the Cluster 1 programs and the schools to which they will be assigned.

WOODWARD HIGH SCHOOL

Woodward High School will have as its Cluster 1 program, Energy, Power, Control and Instrumentation. This is an extremely large area of careers and it should be a large center. Woodward High School is one of the largest high schools in the city of Toledo; therefore, it appears logical the new center should be one of the largest also.

The program will include vocational training related to:

1. Power Systems
2. Power and Its Transmission
3. Power ant Its Control

ROGERS HIGH SCHOOL

Rogers' career center will have as its Cluster 1 program, Commerce and International Trade. Rogers was selected for this Cluster 1 program because of its accessibility to the expressway system and the airport. Toledo's growth is in a westerly direction; therefore, it is apparent that the airport is going to play a more dominant role in the area of international trade. As we move closer to a world market, it becomes apparent that this will be one of the largest areas of employment in the future.

Rogers will be one of our largest schools because of the growth which is now being experienced and is expected to continue over the next decade. It is logical, therefore, to identify Rogers as one of the largest number of future career choices. Some of these programs are:

1. International Economics and Trade
2. Wholesaling
3. Hotel/Motel Management and Related Services
4. Food Service

START HIGH SCHOOL

The Cluster 1 program for the Start High School center will be in the area of Computer Technology and Automated Services. This program will not require large square footage allotments of space and it is not dependent on accessibility to expressways or other community services. Since the facility to be constructed on this site will be one of the smaller buildings, it seems logical to identify Start for this program, thereby insuring more efficient use of available space. Already there is a well established business education program in operation at Start which will contribute substantial support for this unique cluster. The programs to to be offered under Cluster 1 category will be:

1. Computer Programming
2. Banking and Financing
3. Mass Merchandising
4. Credit and Collections
5. Computer Maintenance

WAITE HIGH SCHOOL

Waite High School's career center will be the third largest center to be constructed. The Cluster 1 program will be in the field of Construction and Related Systems because this area has such a wide variety of career opportunities. Waite was selected because its square footage of space will allow programs in the area of:

1. Carpentry
2. Construction Electricity
3. Construction Business Management
4. Heating and Air Conditioning
5. Surveying
6. Masonry

DEVILBISS HIGH SCHOOL

DeVilbiss High School will have as its career Cluster 1 program, Private Enterprise and Service Technology. With the resurgence of the downtown area and the proposed Convention Center, a site which can be centrally located is desirable. DeVilbiss fits this criteria by its proximity to our expressway system, thereby assuring easy access to any part of town in a matter of minutes. Programs to be offered under this Cluster 1 are:

1. Tourist Information Technology
2. Real Estate and Insurance
3. Professional Sales
4. Law Enforcement

5. Building Maintenance
6. Executive Secretary
7. Small Business Management
8. Public Service

LIBBEY HIGH SCHOOL

The Libbey career center will be unique for its Medical and Health Services program. This program will include such areas as:

1. Medical Assistant
2. Dental Assistant
3. Medical Equipment Specialists
4. Medical Secretary and Receptionist
5. Hospital Service Aid
6. Dietetic Assistant

Libbey was identified as the logical place for these medical and health services because of its proximity to all of the hospitals and the Medical College of Ohio campus.

SCOTT HIGH SCHOOL

Scott High School's career center will have as its Cluster 1 program, Communications and Performing Arts. Construction of Scott High School's career center was the first to begin and its program, therefore, was provided for in earlier planning. Since we have a functioning television station already in existence at Scott, it seems logical that this should be the site of a Cluster 1 program revolving around communications and the performing arts. Programs under this heading to be offered will include:

1. Performing Arts - Stage and Music
2. Broadcast Arts
3. Commercial Art
4. Television Station Operation
5. Business Communications
6. Photography

HORTICULTURE

In addition to these seven career centers, we will have a Horticulture and Natural Resources Center. This facility will have as its Cluster 1 programs:

1. Ornamental Horticulture
2. Natural Resources
3. Florist and Greenhouse Operations
4. Parks, Recreation and Landscaping
5. Equipment Repair and Maintenance

Be definition, Cluster 2 merely means those programs of study which may be offered in two or more locations and may not necessarily be directly related to any Cluster 1 program. Programs which fall within this Cluster 2 concept are those which should be offered in more than one center but are not sufficiently needed to warrant having them in all the centers. Some examples of the Cluster 2 program are as follows:

Child Care
Fabric and Drycleaning
Office Machines
Clerical Services
Drafting
Drafting and Construction
Consumer Electronics
Industrial Maintenance
Lineman
Fast Food Management
Diversified Health Occupations
Drafting
Metal Fabrication
Music Instrument Repair
Auto Mechanic
Auto Wheel Alignment
Small Engine Repair
Service Station Management

Office Duplicating
Food Service
Clerk Typist
Antique Repair
Architecture
Appliance Repair
Industrial Electronics
Industrial Lab Assistant
Graphic Art
Advertising Services
Nurses Aid
Machine Shop
Welding
Auto Body Repair
Auto Service
Heavy Truck Repair
Recreation Vehicle Repair

This is merely a partial list of programs which may be offered and may vary according to the needs of the community.

Cluster 3 programs are those programs of study offered in all career centers. These are programs for which the demand is sufficient to warrant consideration for inclusion in all of the buildings to be constructed. Programs under this third cluster are as follows:

Cooperative Office Education
Merchandising
Clerk Typist
Horticulture and Natural Resources
Occupational Work Experience
Occupational Laboratories

Distributive Education
Clerk Steno
Data Accounting
Comprehensive Home Economics
Occupational Work Adjustment

In summary, this program is an effort on the part of the Toledo Public Schools and community groups to offer a program of meaningful instruction to the students of Toledo. Its goal is to enable them to make career decisions and follow career specialization based on relevant experiences and instruction at the career center of their choice.

The purpose of this presentation has been to acquaint you with one phase of the vocational education program of the Toledo Public Schools - the constructing, equipping and programming of the career centers.

It is important to note in summary that the portion of the program undertaken in the career centers is the fourth step of a long career education continuum that is presently being followed in many of the Toledo Public Schools.

Briefly, the career continuum in Toledo is set up so that kindergarten through sixth grade students receive career motivation activities incorporated into their regular classroom routines. The seventh and eighth grade levels find career orientation being offered to all students to better orient them to the many career possibilities that await them.

Career exploration enters the curriculum at the ninth and tenth grades. Students will be given an opportunity to explore some of the actual activities performed in various jobs so they can make their decisions about the type of training they wish to select in one of the career centers.

Completion of the vocational program will enable students to enter into the next stage of their training for the career of their choice or the actual job itself. This educational program will provide employable and well-adjusted citizens.

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INDIVIDUAL INSTRUCTION IN DISTRIBUTIVE TEACHER PREPARATION

Harland E. Samson, Professor, University of Wisconsin-Madison

Presented at U.S.O.E. Region V D.E. Conference October 12, 1973

Distributive teacher education programs reflect the needs of the profession as perceived by the researchers, state leaders, and the individual program faculty. The purpose of this paper is to describe one specific aspect of the professional distributive teacher preparation program as conducted at the University of Wisconsin-Madison. The design and implementation of individually guided instruction in methods of teaching distributive subjects has not progressed sufficiently to provide an adequate research base. However, the description and observations presented here may serve to stimulate dialogue as well as an exchange of what other institutions are doing or planning to do with their professional distributive teacher preparation programs. Three points of discussion will be presented, some of the factors, assumptions, and rationale precipitating our move to this pattern, the program with examples of how it is used; and some evaluative conjecture on useage.

Points of Departure

Many things prompted the implementation of an individually oriented plan for the methods course for distributive teachers in training at the University of Wisconsin-Madison. Certainly the potential for such an effort was apparent from the findings at many other levels of education. The state of the art in supportive educational technology gave encouragement for attempting such a plan. Further, a need peculiar to the student population at UW-Madison supported such a move. The methods course is offered in traditional fashion once each year, however, a few students need to have the course at other times.

Certainly the general educational movement toward performance based criterion was a factor in the approach undertaken. By sub-dividing the course content to specific elements, more precision could be attained in evaluation. The desirability of this was indicated several years ago by AACTE (1967).

> No institution takes its commitment to prepare teachers seriously unless it tries to arrive at an honest evaluation of the quality of its graduates and those persons being recommended for professional certification... It is recognized that the present means for making such evaluations are inadequate, and that there is an emerging interest on the part of institutions in the development of more adequate means. It is assumed in the standard not only that institutions should be evaluating the teachers it has prepared with the best means now available, but also that they should be developing improved means to make such evaluations.

The research on performance objectives, their use as an aid to curriculum development, and as an aid to student learning, seems fairly clear. Duchastel and Merrill (1973) point out that the research on the effectives

of behavioral objectives (being made known to the students as would be necessary in individual instruction) shows about as much in favor of using objectives as there is against. Objectives sometimes help and are almost never harmful.

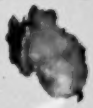
The usual characteristics of individual instruction such as flexible time schedules, small modules of work, different rates of learning, different times of study, performance oriented, and realistic learning experience seemed particularly well suited to our needs. Probably the most pervasive notion is that the individual should be able to work at his own rate. Other points noted by Tyler (1967) are that the learner be able to work at times most convenient to him; learners learn at different rates, sometimes fast--others slow; learners can learn in different ways and with different materials (media); and by having small modules it becomes easier to diagnose blocks to progress or learning.

In terms of students who will soon be teachers the need is for them to experience educational technology that they will be expected to use and to manage in an educational setting. The cycle of "teaching as you were taught" is real enough that teacher educators need to perform as they wish their students to perform. The accumulated years of nonparticipatory learning needs to be effectively offset by effective methodology in the professional education courses.

A good bit of the content in a methods course is common to several teaching fields. The UW-Madison has developed many excellent learning packets which are designed around the individualized concept. Utilization of these packets permits more time in the distributive methods on matters unique to the distributive field.

In summary we recognize that all learning is individual, and the goal of individual instruction is to make learning more effective for every student. The research provides no strong evidence that to approach instruction in methodology for potential distributive teachers on an individual basis is any better or poorer than using all group work.

What Was Done



As indicated, several resources were already available within the university community and had been used in connection with the regularly offered methods course. To reduce the entire course for individual study, the content was broken into eight competency areas and within each area again sub-divided into what was hoped homogenous elements. (See Attachment A). These homogenous elements were referred to as Topics or Tasks. For each topic/task there was an activity sheet which asked the learner to do something. At this point it should be noted that these topic/task sheets do not provide for individualized instruction, i.e. there are few that provide for alternative routes to learning the content of the topic/task. This is the reason for reference to this plan as individual instruction i.e. the student can proceed individually to learn a topic/task independent of other students and the course professor.

A sample of a topic/task sheet is included as Attachment B. The student would be given an orientation to the course, a complete set of

the materials, and would be expected to report periodically for conferences on problems or clarification. When a topic/task had been completed it would be presented to the course professor and critiqued. The student could plan his own sequence, set his own pace, and use the D. E. laboratory plus any other resources available.

Observations

One of the frequently mentioned phenomenon in the use of individualized instruction became quickly apparent. Students who are left to schedule their own learning just don't get the job done. Further, the quality of individual students work varies considerably more than when in a group oriented instruction. Milhollan and Forisha (1972) note that "Testing consists of checking the correctness or congruence of what is given in an experience with that given in other or additional experiences." Students who present work to other students in a group learning situation have greater opportunity for "testing" than when checking against only the perceptions of the teacher educator.

It is very likely that a major element of a D. E. teacher's preparation may be missing when preparation is done entirely through individually guided instruction. The qualitative experience of group work, group presentations, and group interaction remains relatively an unknown. We watch a football game on TV and perhaps see more plays. Yet most people have a preference, circumstances permitting, to be in the stadium with the color, the peanuts, and all the rest that make up the qualitative experience of football. Likewise the theoretical content of methodology can be learned through learning packets but the qualitative dimension is absent. It might well be that the individually designed learning packets will have to say, "join with your classmates in the analysis of this material."

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METHODS OF TEACHING DISTRIBUTIVE SUBJECTS
272-311 H. E. Samson
University of Wisconsin-Madison

Competency	Topic/ Task	Title	Started	Completed	Eval.
1	1	History of Distributive Education			
1	2	Distributive Occupations			
1	3	Professional Organizations			
1	4	State Office Services			
2	1	Curriculum			
2	2	Performance Objectives			
2	3	Competency Based Curriculum			
2	4	Functional Job Analysis			
2	5	Sequencing Learning			
2	6	Individualizing Learning			
3	1	Use of Audio-Visual Equipment			
3	2	Portable VTR			
3	3	Film Review			
3	4	Classroom Equipment			
4	1	Instructional Techniques			
4	2	Instructional Techniques			
4	3	Instructional Techniques			
4	4	Instructional Techniques			
4	5	Field Contacts			
4	6	Innovative Practices			

Competency	Topic/ Task	Title	Started	Completed	Eval.
5	1	Micro Teaching			
5	2	Micro Teaching			
5	3	Micro Teaching			
5	4	Interaction Analysis			
6	1	Trade Readings			
6	2	Projects			
6	3	Instructional Materials			
6	4	Club Competitive Events			
7	1	Characteristics of Students			
7	2	Motivation			
7	3	Peer Relations			
7	4	Teacher-Student Relations			
8	1	Student Evaluation			
8	2	Student Evaluation (Performance)			
8	3	Instructor Evaluation			
8	4	Course Evaluation			
8	5	Program Evaluation			

Attachment B

METHODS OF TEACHING DISTRIBUTIVE SUBJECTS

COMPETENCY AREA 6 Topic/Task 4 CLUB COMPETITIVE EVENTS

The DECA local club activity is an essential part of every D.E. program. In addition to the general club activities developing social and leadership skills, work in the competitive events can mean much to most D. E. students. Participation in the competitive events can spark a student's interest in learning that might not be made in any other way. Every D. E. teacher should understand the format and operation of all current competitive events. Chances are as an intern or new teacher you will be asked to help in one or more of the competitive event areas.

Activity:

1. Select one of the competitive events to be used in the coming year and detail the explanation you would give to a group of students interested in the event, its purpose, and in step-by-step fashion, what they might do to complete an event or get ready for an event at the annual state leadership contest.

2. Review the "Sell Wisconsin" event and prepare (a) an edited version of the event and (b) a set of instructions on how you would recommend a student committee attempt to prepare their entry into the contest.

Resources:

State DECA Competitive Event Manual

Vernon Swenson, State Post Secondary Club Sponsor

UW/HES/72

WRITTEN ASSIGNMENTS

PRINTED MEDIA AT DIFFERENT READING LEVELS

PHYSICAL ACTIVITIES

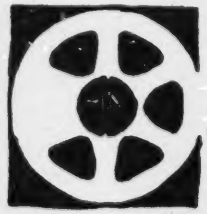
VARIETY

FILMSTRIPS

SLIDES

AUDIO AND VIDEO TAPES

MOVIES



PLANNED STIMULANT SOURCES

PDT-A4-071
Wray

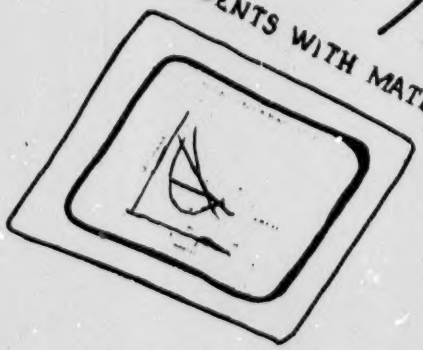
STUDENTS WITH BUSINESS LEADERS

STUDENTS WITH EQUIPMENT

STUDENTS WITH INSTRUCTORS

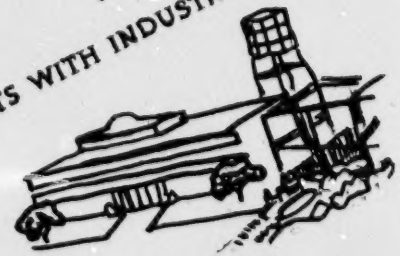
VARIETY

STUDENTS WITH MATERIALS



STUDENTS WITH STUDENTS

STUDENTS WITH INDUSTRIAL LEADERS



PLANNED STUDENT INTERACTIONS

PDT-A4-071
Wray

THE APPLICATION OF PSYCHOLOGICAL GUIDES TO THE CONSTRUCTION AND USE OF LEARNING ACTIVITY PACKAGES

by
Dr. Ralph D. Wray
Illinois State University

Prior to constructing a plan for the development of learning activity packages, the teacher should understand certain basic concepts that underly the process by which a human being learns. Although educators are willing to admit that much is yet to be discovered about how individuals learn, researchers have agreed upon a number of psychological guides to good teaching and learning situations.

Following is a discussion of psychological guides to effective teaching-learning situations as applied to the construction and use of learning activity packages.

1. No one learns without feeling some urge to learn. In traditional teaching-learning settings, teachers employ a number of motivational devices in an attempt to cultivate the urge to learn. Motivating forces can also be built into learning activity packages. The rationale for the package should serve this purpose. It tells the student why this particular unit is important, how it will benefit the user, when the knowledge or skills will be used, and where this learning fits into the total educational scheme. Thus, in preparing the rationale, the teacher identifies how the unit of work satisfies a need; he arouses curiosity and challenges the student; and he attempts to explain the importance of the unit in terms of personal attachment.

2. What a person learns is influenced directly by his surroundings. Educators accept the premise that if you want a person to learn something, make that thing a part of his environment so that he may see it, live with it, be influenced by it. The application of this psychological guide can be achieved in the design of two components of the learning activity package--the measurable objectives and the learning activities.

   Measurable objectives specify the conditions within which performance will be observed. Such conditions can be divided into four elements: (a) the tools and equipment that the student will use, (b) the materials, resources, and aids the student may use, (c) any special physical or social situation

in which the performance may occur, and (d) any special physical demands on the student while performing. The conditions, therefore, provide an opportunity for the teacher to design the learner's surroundings.

Likewise, the variety of learning activities planned to enable the student to achieve the objective(s) enable the teacher to consider the surroundings or environment in which learning will take place. Teachers should strive to create realistic learning activities which replicate conditions encountered on-the-job or in daily living.

3. A person learns more quickly and lastingly what has meaning for him. Again the rationale for the block of work to be completed conveys the importance of such activity to the student. Thus, the student can see the value of mastering the knowledge or skills. In addition, the otpional learning activities included in the body of the package give the student an opportunity to choose those that have particular meaning in terms of personal needs and desires.

4. When an organism is ready to act, it is painful for it not to act; and when an organism is not ready to act, it is painful for it to act. Group oriented teaching-learning approaches leave little opportunity for the concept of "readiness" to be considered. Individuals move through units of work as a part of the group. The learning activity package, as an individualized instructional approach, provides an opportunity to fit units of work to the needs and desires of individual students. Not only can the sequence of units be tailored to fit the needs of the individual, but the pace at which the individual progresses can also be flexible. Students needing more or less time can be accomodated.

5. Individuals differ in all sorts of ways. Beyond the basic needs, which are common for all individuals, a vast number of acquired needs can be identified such as the need for autonomy, the need for social acceptance, the need for achievement, the need for recognition, the need for abasement, and the list goes on. These needs and desires differ for each person. Add to this list varying career aspirations, differences in ability, and different ways of seeking need satisfaction and the complexity of individual behavior emerges. While much additional research is needed in this area, the learning activity package can serve as an effective tool in coping with these differences. The rationale for the package can make students aware of needs; the self-test, or pre-test, enables the students to identify their strengths and weaknesses; and the variety of learning activities provide alternatives geared to specific needs and desires. In addition, packages can be selected for individual students in accordance with their needs, abilities, and interests.

6. Security and success are the soil and climate for growth. A relationship between success and failure and the student's level of aspiration has been demonstrated in a number of experimental studies. Success tends to raise the level of aspiration and failure tends to depress it. Use of the learning

activity package enables the teacher to design learning activities at differing ability levels and permits the student to work at his own pace. This strategy permits all students to experience success.

7. All learning occurs through attempts to satisfy needs. An incentive is a reward of need satisfaction that a person may obtain. The possibility of attaining this reward induces motivated behavior. Earlier, a discussion centered around all sorts of ways individuals differ. The teacher should study individuals to assess their specific interests and needs. Packages can then be constructed to satisfy needs. For example, a learning activity can be designed to satisfy the need for autonomy through utilizing an independent study project. This strategy for inducing learning makes the goals of the learning consonant with the kind of goals the learner is seeking and lends itself well to the learning activity package approach.

8. Emotional tension decreases efficiency in learning. Emotional tensions frequently center around fear. The student may fear failure, evil consequences, punishment, pressure, and other negative appeals. Such fears stem from both internal and external school environments. Teachers attempt to identify the roots of anxiety and show the subjects positive, constructive and immediate ways of relieving such anxiety. The arousal of fear from external school environments may be difficult, or impossible, to alleviate. For example, teachers often face frustration when a student is preoccupied with family problems. However, it is possible to deal with emotional tensions arising from the internal school environment. Moreover, the use of learning activity packages contain certain features which eliminate the source of emotional tension. The security and success factors have previously been discussed. Since the student moves at his own pace, pressure to maintain group pace is eliminated. Learning activities can be geared to specific ability levels; thus, each student is capable of achievement.

9. Interest is an indicator of growth. If the student is not interested in the subject matter or the learning activities, learning is likely impaired. Often, students express interests based on superficial pictures or unrealistic conceptions. The maturing process is characterized by eliminating unclear short-term interests and replacing them with true interests. The learning activity package provides an opportunity through the rationale for teachers to cultivate true interests. While it may be an unsound educational practice to select all subject matter on the basis of student likes or dislikes, the type of learning activity, or stimulant source, can be one that is interesting to students.

10. Interest is a source of power in motivating learning. In structuring learning activities, teachers strive to formulate situations which will stimulate an "appetite for learning." This can be accomplished in one of two different ways: (1) the content of the subject matter may appeal to students, or (2) the stimulant sources or methods of engaging the learning has appeal for

students. Either of the two approaches can be built into learning activity packages. One premise of learning is that individuals respond better when they make certain decisions than when these decisions are made by others. Alternative learning activities permit students to make decisions concerning stimulant sources and ways to apply the learning. Students combine probabilities of success and value estimates in selecting learning activities in order to obtain favorable outcomes. Such choices guide the decision maker's actions to a degree and enable him to feel that he is a part of the learning situation.

11. What gives satisfaction tends to be repeated; what is annoying tends to be avoided. The importance of reinforcement has long been recognized. Utilization of measurable objectives and the self-test provide reinforcement and immediate feedback as components of the learning activity package. Two important principles are applied in designing these two components of the package. First, in preparing measurable objectives, teachers note the various responses that compose a skill, act, or complex behavior and can take steps to ensure that ample reinforcement is contiguous with them instead of rewarding only end results. Secondly, measurable objectives ensure that desired responses are performed before the student and teacher assume that learning has occurred.

12. The best way to learn a part in life is to play that part. The body of the package contains learning activities which can be structured to permit students to assume life-like roles. Upon leaving school, the parts of life individuals play are not completely new or threatening f these parts have been practiced in school.

13. Learning is more efficient and longer lasting when conditions for it are real and lifelike. Lifelike experiences have certain advantages that should not be overlooked. Firsthand observation may be more motivating, and stimulate greater interest in the concepts to be learned, than would merely pictorial or graphic representations. Breadth and depth of comprehension may be facilitated by lifelike stimuli. Learning activities which draw from actual life or lifelike situations can become a part of the well designed learning activity package.

14. Piecemeal learning is not efficient. Practice in schools generally builds from simpler to more complex concepts or skills. However, the facts, concepts, or skills are presented in a pattern and not as isolated bits of information. When a concept or idea is presented in a learning activity package, care should be exercised to inform the student of when the knowledge or skills will be used and where these learning activities fit into the total educational scheme. Such an explanation is a part of the rationale. If the concept or idea is a part of a pattern, succeeding packages should add to this pattern.

15. A person learns by his own activity. Mere exposure to the content of subject matter does not guarantee that students will learn. If students are not actively involved with learning activities, the results are less than desirable. Educational psychologists often express the theory that when more than one sense is utilized in the learning experience, learning is more effective and retention is greater. A variety of learning activities should be included in packages, which provide not only a wide array of stimulant sources, but planned interactions as well. The student may interact with tools and equipment, materials and resources, other students, the teacher, and other individuals. Such interactions involve the utilization of several senses and lead to active rather than passive learning.

16. Abundant, realistic practice contributes to learning. Researchers have demonstrated that concept formation will be facilitated by repeated study of a concept over periods of time. In addition, experimental evidence strongly favors the conclusion that spaced practice is more beneficial than massed practice for the learning of skilled performance. Practice under conditions similar to those where the skill will be used is ultimately the most beneficial kind of practice. The above findings are recognized as principles to be followed in structuring learning activities. Therefore, they should be applied in the learnings activities component of packages.

17. Participation enhances learning. Traditional group instructional delivery systems typically contain two kinds of learners--the active learner and the passive learner. A number of studies have demonstrated that the active learner achieves more than the nonparticipating student. The learning activity package, as an individualized approach, forces participation. Each student must actively engage in learning activities. While some students may achieve at a faster pace and may surpass the standards specified in measurable objectives, each student has opportunity to become actively involved.

18. Firsthand experience makes for lasting and more complete learning. Part of the learning process is adaptation. Adaptation is a process whereby a student changes as he interacts with his environment. Planned learning activities should be structured in such a way that students interact with realistic environments. Assigned readings and hearing about something secondhand may not be the most appropriate activities for lasting and complete learning.

19. Unused talents can contribute to personal maladjustment. Learning activities can be structured in such a way that "openness to experience" becomes a distinguishing characteristic. The creative person seems more responsive to the diversity of his environment; thus, a climate that encourages the development of creativity can be implemented. Alternative learning activities and independent study projects can be utilized to accommodate the student desiring additional breadth or depth in special areas of interest. Each individual has the opportunity to develop his unique talents to the utmost degree.

20. You start to grow from where you are and not some artificial starting point. The traditional group instructional approach is based on a premise that all students are at the same point in their intellectual growth and skill development stages. Indeed--in some cases, students are expected to meet prerequisites to assure that this is the case. Educators have long recognized the fallacy of such assumptions. The learning activity package, as an educational tool, permits students to start at varying points.

21. Growth is a steady continuous process, and different individuals grow at different rates. Conventional practice found in most classrooms is geared to some abstract "average" or "norm" that penalizes both the fast and slow achievers. Individuals learn at their own rates. Some students grasp the significance of new concepts quickly; others require greater explanation from a variety of stimulant sources. Likewise, it is unrealistic to assume that all students will learn new skills and refine them to the desirable level in the same amount of time. If conditions of learning are to be designed that will effectively respond to these individual differences, differentiated types of instruction--with more flexible periods of time--are essential. Learning activity packages can be effective in providing varying time periods and differentiated modes of instructional activities.

22. It is impossible to learn one thing at a time. Learning is a very complex process which is influenced by a number of known and unknown variables. In structuring a teaching-learning situation, the teacher makes certain assumptions about how students learn regardless of whether a conventional or innovative delivery system is in use. Learning results in a possible change in behavior, a possible change in attitudes, and a possible change in emotions. It may effect behavior that has already been learned or acquired. As a student integrates concepts, skills, attitudes, and emotions, he grows intellectually.

    Each component part of the learning activity package provides cues to learning. Such cues must be designed carefully and evaluated to ensure the psychological validity of their effect on new learning and integration of previous learning.

23. Learning is reinforced when two or more senses are used at the same time. Choosing and designing appropriate learning activities is not a simple task. One of the decisional factors centers around sensory appeals. Although research studies have not produced conclusive evidence, educational psychologists tend to agree that when additional senese are applied in the learning process the impact is greater and the chances for retention are enhanced. The above guide, therefore, is deserving of special attention when designing or selecting learning activities.

24. The average pupil is largely a myth. Earlier, it was pointed out that instructors learn to teach toward the "average" of each group. It is recognized that this pace is too slow for some, who get bored, and too fast for others, who get confused. The so-called "average" student

frequently finds that some portions of the course move too fast and others too slow, with the end result that everyone becomes frustrated from time-to-time. The cause, of course, is that the teacher controls the pace. This practice is unrealistic. Pace should be determined by the ability and progress of the individual. Learning activity packages encourage each student to progress at his own pace; thus, students experience a feeling of satisfaction, rather than frustration.

One of the keys to individualized instruction is student self-direction from the standpoint that the student learns effectively without continual assistance from the teacher. In occupational education programs, the teacher is continually faced with the dilemma of how best to prepare each student for his or her career objective. One effective way of obtaining a high degree of student self-direction is through the use of learning activity packages.

The psychological guides to learning and their application to either the construction or use of learning activity packages should serve to strengthen this approach and contribute to the effecitveness of learning.

The above guides were selected from a list compiled by Mort and Vincent.[1] Discussion of their relationship to learning activity packages is the work of the writer.

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[1]Source: Paul R. Mort and William S. Vincent, Introduction to American Education, (New York: McGraw-Hill Book Co., Inc., 1954), pp. 303-330.

TITLE: INDIVIDUALIZED INSTRUCTIONAL TECHNIQUES AS APPLIED TO LEARNING ACTIVITY PACKAGES

INSTITUTION: ILLINOIS STATE UNIVERSITY
NORMAL, ILLINOIS

PRESENTER: DR. RALPH D. WRAY
ASSOCIATE PROFESSOR, BUSINESS AND DISTRIBUTIVE EDUCATION

RATIONALE

Under the auspices of the Office of the Superintendent of Public Instruction, a statewide plan entitled "Action Goals for the 1970s: An Agenda for Illinois Education" was formulated in 1971. One of the action goals will establish a statewide network of demonstration schools with individualized instruction programs and an acceptable individualized curriculum in every school district within the state by 1980. It became obvious that specific competencies would need to be defined and developed if the above action goal is to be achieved. Therefore, a unit of instruction was designed for the pre-service distributive education teacher program and for in-service teacher education workshops.

DESCRIPTION OF THE UNIT

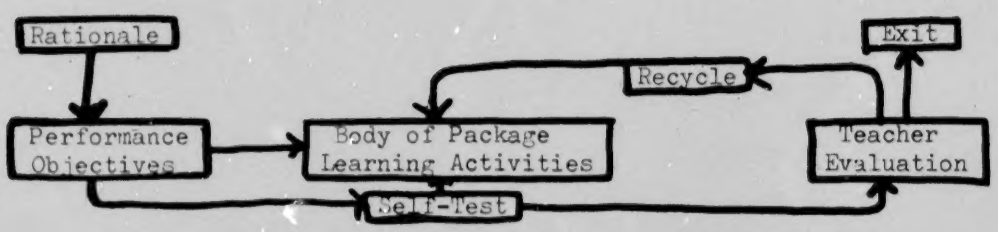
The unit of instructional activities developed was designed to nurture competencies in both the preparation and utilization of the learning activity package. Schools adopting the approach utilizing learning activity packages are reporting success. In the past, many educators have disregarded individualized instruction because they envisioned computer assisted instruction, audio-tutorial instruction, programmed instruction, and other instructional delivery systems that involve costly specialized facilities and equipment.

The unit of instruction was developed as a self-instructional package. Included in the package are the following sections: (1) theory and practice of individualized instruction, (2) bibliography of learning activity packages available for distributive education, (3) a self-instructional approach to be followed in utilizing the materials available, and (4) a self-instructional approach to be followed in developing learning activity packages in the local school setting.

Objectives. The overall objective of this project was to design and develop a self-instructional package that would be effective in preparing teachers to develop and utilize learning activity packages.

Methods and Techniques. The fourth section, "A Self-Instructional Approach to be Followed in Developing Learning Activity Packages," contains learning activities structured to aid the user in developing competencies necessary to prepare learning activity packages. Therefore, the methods and techniques described below apply to that part of the self-instructional package.

The first step involved an examination and review of learning activity packages available from a variety of sources. A model was then devised and is illustrated below.



Model for the Design of Teacher Prepared Learning Activity Packages

Each component of the above model was analyzed to determine what information and competencies teachers would need in order to prepare the various component parts and to direct student use.

Structurally, the self-instructional package was made up of learning activities designed to help teachers become proficient in the development and use of learning activity packages. Following is a short definition of each component of the model and a listing of competencies needed by teachers to develop that particular part.

(1) Rational - - an explanation of what, why, and where this learning activity fits into the total instructional program. Competencies to be developed include:

(a) justifying to students the relevancy of the proposed unit of work
(b) preparing information in concise form which is easy to read and free of educational jargon
(c) utilizing psychological guides to learning for student motivation.

(2) Performance Objectives - - defined as what the student will actually do to show that he has acquired the knowledge and/or skills necessary to achieve the objective. Competencies needed by teachers include:

(a) preparing statements of learning outcomes
(b) determining the conditions of the performance situation
(c) specifying the standard to which the required behavior must be performed.

(3) Self-Test - - designed to give the student the opportunity to determine if he already has the ability to meet the objectives of the learning activity package. This section is intended to help teachers acquire the following competencies:

(a) developing a performance test covering the behavioral goals
(b) identifying whether the selected measurement devices are most appropriate for the criterion.

(4) Body of Package - - a variety of activities and assignments to aid the student in acquiring the proficiency and skills to meet the performance objectives. The following competencies are essential for teachers preparing learning activity packages:

(a) identifying a variety of stimulant sources, such as readings from various sources, audio and video tapes, movies, slides, filmstrips, self-demonstrations, written assignments, etc.

(b) planning a variety of interactions between staff members and students, students and students, students and materials, or students and equipment.
(c) preparing the stimulant sources and interactions for student use.

(5) Teacher-Evaluation - - built to measure the attainment of objectives as stated in the learning activity package. The teacher should possess the following competencies:

(a) formulating test questions
(b) devising student performance test situations
(c) evaluating the results in terms of performance goals.

The self-instructional package provides needed information and opportunity to apply concepts in practice. Users start with a concept, principle, or primary idea which they wish to develop into a learning activity package. They then complete the instructional activities designed to aid in the preparation of the rationale. Next, they move to activities designed to develop competency in writing performance goals. Following this format, the user applies information and concepts as he moves through the various component parts. Upon conclusion of work (contained in the self-instructional package) the user has completed creating a learning activity package.

IMPROVING LEARNING ACTIVITY PACKAGES

The development and utilization of learning activity packages, as an innovative plan to individualize instruction, is not new. Indeed--several dissemination projects are now underway including: IDEC--Interstate Distributive Education Curriculum Consortium, HELPS--Home Economics Learning Packages, PLACE--Planned Learning Activity Packages for Career Education, and WEE PACKAGES--Work Experience Education Learning Activity Packages. The point is, however, that many of the packages presently being developed need improvement based on new insights.

One of the shortcomings of this approach centers around the learning activities. In the past, little regard has often been given to the structure of such activities. Thus, it is possible to find activities included in packages which will not enable the learner to reach objectives. Also, many of the packages do not contain a desirable variety of stimulant sources nor a desirable variety of planned student interactions. Application of psychological guides to learning have often been ignored.

The approach outlined in this unit of instruction is designed to eliminate these shortcomings and improve the end-product. A list of psychological guides to learning has been compiled showing how each guide can be implemented in either constructing or utilizing learning activity packages. A variety of planned stimulant sources, such as readings, physical activities, slides, movies, audio and video tapes, filmstrips, and written assignments, become an integral part of the package design. Such sources provide the student with choices and ensure that sensory appeals are included. Finally, a variety of planned student interactions become a part of package construction. Students should interact with each other, their instructors, business and industrial leaders, as well as materials and equipment.

RESULTS

The self-instructional package has been used in both pre-service and in-service distributive education teacher training programs. It is a flexible tool that can be used on an individualized basis, with small groups, and for large group instruction. Participants have expressed approval and acceptance of the package. Evidence of effectiveness can readily be demonsttrated by the quality of packages which users have produced.

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Topic: PRIDE

Presenter: Peter Haines
Michigan State University
East Lansing, Michigan

and Dr. Lorraine T. Furtado
California State College
Bakersfield, California

What is PRIDE?

PRIDE (Program for the Improvement of Distributive Education) is a total instructional system based on a four level of learning pattern. The four levels of learning are:

1) Basic knowledge and facts relevant to distributive occupations.

2) General application of knowledge and facts that apply to a number of distributive jobs.

3) Specific application of knowledge and facts in each student's vocational objective.

4) Logic and problem solving in the specific job selected by the student.

The PRIDE system supports these premises among others:

1) There is a transfer of learning among marketing competencies and this transfer occurs by the student in a rather systematic pattern.

2) Learning is a process of progression from the simple to the complex.

3) Student achievement is at least partially dependent on the student crystallizing a career interest area in marketing and distribution and relating his learning to this career goal.

4) There are basic common competencies in the field of marketing and distribution to be learned.

5) To individualize instruction a variety of teaching methods which are suited to each student's needs and appropriate to each competency area must be employed.

6) Each student enters a Distributive Education program as an individual with differing needs and must develop the degree of proficiency required by his career goal in each major competency area.

What does the PRIDE system include?

PRIDE is a teacher-learner centered system. Each instructional module is designed to be used by teacher and students. All thirty-three PRIDE modules include goal statements, list basic reference and instructional materials, provide an outline of the content of the module, include teaching-learning activities for each level of learning and evaluation tools.

A Teacher-Learner Systems Guide has been developed for PRIDE. This guide helps the teacher assess the student's entry behavior, keep accurate records of the student's progress, and select instructional modules appropriate for the student's career goal.

Who has used PRIDE?

PRIDE was pilot tested during the school year 1972-73 in 23 Michigan schools. These schools varied in socio-economic levels, school size, racial ethnic composition, and school plant facilities (area skill centers, "traditional" high schools). Some of the pilot programs used the cooperative plan of instruction and others the project plan. Various PRIDE modules were used in Business Law and Business Math classes.

For any instructional system to be able to do "all things for all people" seems impossible. Our efforts were channeled in developing materials which would help most of the "kids" most of the time. This means that flexibility was built into PRIDE and PRIDE is a tool for individualizing instruction.

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TOPIC: SIMULATIONS IN DISTRIBUTIVE EDUCATION PROGRAMS

PRESENTER: DONALD KOHNS
MOORHEAD STATE COLLEGE
MOORHEAD, MINNESOTA

"Simulation--a laboratory device that enables the individual to reproduce under test conditions phenomena likely to occur in actual performance."

The above definition of simulation in a general way describes what teacher educators have been attempting to offer their students in both pre- and in-service classes. Unfortunately, our approach to content and concepts has often been too general and vague. Opportunities do abound in Distributive Education for specific, applicable learning experiences.

The basic objectives of this presentation are threefold:

1. To share with the group procedural steps to follow when writing a simulation.

2. To provide the group with examples of simulations that can be used by either teacher-educators or teacher-coordinators in various types of Distributive Education Programs.

3. To encourage an exchange of ideas among group members relative to simulation ideas they have observed or used in their programs.

STEPS TO FOLLOW WHEN WRITING A SIMULATION

The following steps should be taken when writing a simulation:

1. Select a topic which is educationally significant with which students can become familiar.

2. Identify the objectives which you expect the student to accomplish.

3. Identify the tasks which are essential to the operation of a function around which the simulation will be written. These tasks should be related to problem solving situations.

4. Define the roles so that the student will become intrinsically involved.

5. Organize the simulation so the student can observe the effects of his decisions on himself and others.

6. Relate the simulation to materials being studied in class.

7. Provide opportunities for the student to develop specific competencies.

8. Include a career guidance aspect in the simulation.

9. Follow a format to make the simulation meaningful to you and others. The title, objective, nature and scope, materials needed, pre-project preparation, step-by-step description, and evaluation are essential ingredients of a simulation.

EXAMPLES OF DISTRIBUTIVE EDUCATION SIMULATIONS

1. Coordination Call Simulation

   a. Explaining the Program - 1st Call
   b. Explaining the Adult Program

2. Training Plans

   a. Simulated coordinator, training sponsor, student training plan development meeting
   b. Student teachers develop training plan for their student teaching experience (teacher educator, supervising teacher, student teacher)
   c. Examples of training plan developed by collegiate student
   d. Collegiate students prepare critical incidents on their jobs and develop instructional strategy

3. Advisory Committee Meeting

   a. Solving a Problem
   b. Collegiate Student Advisory Committee
   c. Student Advisors - Seniors -New Students

4. Curriculum Activities and Projects

   a. In-Basket Simulation
   b. Purdue Supermarket (Printouts and Decision Forms)
   c. Examples of Team Simulations
   d. Team Role Playing
   e. Slide-sound Case Problem Development
   f. Layout and Lettering
   g. Portable Television - Field Trips/Interviews/Career Analysis
   h. Display Class - In Businesses
   i. Adjunct Resource Instructors

5. Collegiate DECA

   a. Parliamentary Procedure - Mock Meeting
   b. Local and District Workshops
   c. Competitive Events Preparation
   d. Assistants to Individual Coordinators and Chapters (MAPS Advisors)
   e. Assistants to Adult Education Coordinators
   f. Collegiate students teach adult education courses
   g. Collegiate students develop slide series and explain to groups
   h. Video tape each student interviewing for a coordinator's program

6. Course Planning Board

   a. Handout description
   b. Board example of course planning

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Topic: Professional Development Institute for Provisionally Certified Post-Secondary Distributive Education Personnel

Presenter: Dr. Wayne Little
St. Cloud State College
St. Cloud, Minnesota

UNIQUE ASPECT OF THE PROJECT

The proposed project was planned as a joint venture of the Minnesota Department of Education, the University of Minnesota, and three State Colleges, (Mankato State College, Moorhead State College, St. Cloud State College). It was anticipated that this consortium would have long-range benefits resulting in a more consistent, unified, and effective distributor teacher education program for post-secondary personnel.

OBJECTIVES

The General Objective of the institute was to: Provide beginning and first-year post-secondary distributive education teachers and teacher-coordinators with the educational experiences necessary to satisfy vocational teacher certification requirements.

The several enabling objectives of the institute were to:

1. Assist the participants in (a) applying effective curriculum planning techniques, (b) planning and writing behavioral objectives, and (c) developing and using appropriate instructional techniques.

2. Help participants develop competencies related to the coordinator aspects of their jobs which included (a) recruiting and selecting students, (b) locating and selecting training stations and training sponsors for internships. (c) developing training plans and related activities, (d) evaluating student performance, and (e) placing students in full-time jobs.

3. Provide the participants with background which would help them guide their students into and through a career development curriculum.

4. Assist the participants in developing a total plan for their program which included the offering of adult distributive education courses and working with advisory committees.

5. Assist the participants in becoming more effective advisors of the youth organization (DECA).

NOTE: Specific behavioral objectives and content for the Institute were based on an assessment of the needs by means of a survey of the participants prior to conducting the class sessions. The desired result was an Institute plan built around the perceived competency needs of the participants and the staff.

PARTICIPANTS

Thirty beginning and first-year post-secondary Distributive Education teachers and teacher coordinators who were provisionally certified.

STRATEGY

This objective was met by having participants meet for an extensive five-week long workshop. Students learned through extensive all day and evening learning activities supervised by a team of teacher educators. Team teaching was used extensively. Competencies usually developed by six separate courses were developed during five-weeks of competency based sequential learning activities.

EVALUATION

Evaluation was conducted during and upon completion of the Institute, with three and six months followups to assess the overall impact of the program.

The several procedures included:

1. An analysis of assignments and projects completed during the workshop.

2. Completion by each participant of an evaluation instrument designed to assess the appropriateness and effectiveness of the Institute.

3. A follow-up visit and two one-day workshops by the staff to determine to what extent the learnings were implemented in local programs by each participant.

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STATE SUPERVISION SESSIONS

State Supervisors met during the conference and share recent trends and efforts within respective states, dialogued with the USOE Staff on current and projected problems, discussed clusters and interdisciplinary programming, and learned of Michigans Performance Based Project for State DECA services.

OCCUPATIONAL PROGRAM

PLANNING MATRIX

1. How can I offer 20-40 program offerings when I can't add any more staff?

2. How can I use occupational program choices so that I have a truly comprehensive course offering?

3. If I'm limited in the number of staff which I can hire, then how do I determine what expertise areas are needed to provide me with the best nucleus for present and future programming?

4. What teaching expertise areas is my district currently void of?

5. How can I best use available resources: staff, dollars, space, offerings, at a minimum cost?

6. How can I maximize our available teaching expertise?

7. How can I avoid duplicating staff expertise?

8. How can I get cooperation between my vocational teachers?

9. How can I get cooperation between academic and vocational teachers?

10. What is a cluster when implemented as an occupational program?

Because of the present school system structure many programs compete with each other instead of cooperating. Teachers often try to recruit large enrollments so that their program can be offered, their jobs be more secure, a better budget, better hours, additional staff, and better facilities are obtained. Therefore, efforts towards interdisciplinary of cluster programs must recognize the politics of vocational fields and teachers and work within those boundaries for increased student opportunities.

Values of the System

1. A comprehensive grouping of competencies are identified for the content of a program.

2. Sources of competencies identified for individual instruction aids and/or course scheduling.

3. The cluster concept and the values desired are more easily understood and communicated.

4. Recognizing "occupational mix" nature of occupations, sources of competencies, and obtaining scheduling aids will offer better use of resources and free staff time now spent in duplicate activities. New areas could be provided and better utilization of staff expertise is obtained.

5. Staff would work as a team. Programs could be identified to an individual so that people know who is primarily responsible and will give support input.

6. More occupational choices are made available to students.

Steps on how to work the Matrix Model

It is a very simple method involving four steps.

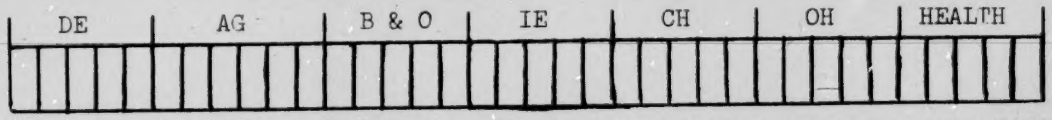
The following document is designed so school personnel can increase program offerings for students without major staffing, facility, and dollare increases. It is a method of planning comprehensive, cluster, interdisciplinary programs.

In planning program offerings we have to consider existing staff and existing vocational fields as sources of competencies and at the same time not watering down or weakening the existing vocational programs and threatening staff job securities.

Step One

Staff identifies the vocational field and the competencies in each which are unique and which are common. This should not be hard since all teachers have curriculum outlines and can list the basic topics in the course as the content categories covered .

Under each vocational field try to identify the unique content in that field (specific realted skills). Identify elsewhere the common curriculum such as job adjustment, personality development, job application, etc., (general related).



DE - Distributive Education; AG - Agriculture; B & O - Business and Office Education; IE - Industrial Education includes Trade and Industrial Education and Industial Arts; CH - Consumer Homemaking; OH - Occupational Home Edonomics.

Step Two

In the left column identify the occupational choices that you would like to make available to students in your school district. Make them as broad or specific as your community and school needs dictate and consider job mobility. A listing of possible vocational programs follow.

Accounting - Data Occupations
- Accounting and Computing Occupations
- Electronic Data Processing Careers
- Information Communication Occupations
- Other Accounting - Data Occupations (Specify)

Agribusiness Occupations
- Agricultural Equipment
- Forestry
- Horticulture
- All Grade 9 Agriculture
- Other Agribusiness (Specify)

Agriculture Production Occupations
- Animal Sciences
- Farm Equipment
- Plant Sciences
- All Grade 9 Agriculture
- Other Agricultural Production (Specify)

Air Transportation Occupations
- Aircraft Operations
- Ground Operations
- Mechanical Repair and Service Careers
- Travel Services
- Other Transportation (Specify)

Audio-Visual Occupations
- Commercial Art and Design Occupations
- Graphic Art Occupations
- Radio and Television Occupations
- Other Audio-Visual Careers (Specify)

Building Trades Occupations
- Air Conditioning
- Blueprint Reading
- Carpentry
- Drafting Occupations
- Masonry
- Painting and Decorating
- Plumbing and Pipefitting
- Other Building Trades (Specify)

Child Care and Education Occupations
- Child Development and Care
- Education Occupations
- Rehabilitation and Social Services
- Other Child Care Education (Specify)

Community Service Occupations
- Law Enforcement and Safety Occupations
- Park Service Occupations
- Sanitation Occupations
- Other Community Service Occupations (Specify)

Consumer-Homemaking - (For family use - not for jobs)
- Child Development
- Consumer Clothing and Textiles
- Consumer Education
- Family Relations
- Consumer Food and Nutrition
- Consumer Housing and Home Furnishings
- All Grade 9 reimbursable Consumer-Homemaking
- Other Consumer-Homemaking (Specify)

Electricity-Electronics Occupations
- Appliance Service
- Electrical Occupations
- Electronics - Related Occupations
- Other Electricity-Electronics Occupations (Specify)

Entertainment Occupations
- Drama Occupations
- Music Occupations
- Sports Occupations
- Other Entertainment Occupations (Specify)

Environment Occupations
- Air Related Occupations
- Conservation - Related Occupations
- Enviroment Control Occupations
- Environmental Health Occupations
- Water - Related Occupations
- Other Environment Occupations (Specify)

Fashion and Apparel Occupations
- Construction and Alterations Occupations
- Laundry and Dry Cleaning Occupations
- Textile Production and Fabrication
- Other Fashion and Apparel Occupations (Specify)

Food Occupations
- Food Preparation Occupations
- Food Processing Occupations
- Food Distribution Occupations
- Food Service Occupations
- Other Food Occupations (Specify)

Health Occupations
- Dental Health Careers
- Laboratory Careers
- Mental Health Careers
- Physical Health Careers
- Other Health Occupations (Specify)

Hotel-Motel-Housing Occupations
- Custodial and Housekeeping Services
- Hospitality Careers
- Other Hotel-Motel-Housing Occcupations (Specify)

Insurance and Finance Occupations
- Finance and Credit Careers
- Insurance Careers
- Investments and Securities Careers
- Real Estate and Appraisal Careers
- Other Insurance and Finance Occupations (Specify)

Journalism Occupations
- Business/Technical Writing
- Commercial Photography Occupations
- Information and Reporting Occupations
- Other Journalism Occupations (Specify)

Land Transportation Occupations
- Auto Mechanics Occupations
- Auto Service Occupations
- Recreational Vehicle Occupations
- Other Land Transporation Occupations (Specify)

Marine Occupations
- Commercial Fishery Occupations
- Maritime Occupations
- Other Marine Occupations (Specify)

Metal Working Occupations
- Machinist Careers
- Welding Careers
- Other Metal Working Occupations (Specify)

Office Occupations
- Filing and Business Machine Careers
- Stenographic and Secretarial Occupations
- Typing and Related Occupations
- Other Office Occupations (Specify)

Personal Service Occupations
- Barbering - Cosmetology
- Death - Related Occupations
- Other Personal Service Occupations (Specify)

Recreation and Tourism Occupations
- Indoor Recreation Occupations
- Outdoor Recreation Occupations
- Recreation Resource Occupations
- Travel Service Occupations
- Other Recreation and Tourism Occupations (Specify)

Sales and Marketing Occupations
- Advertising and Sales Promotion
- Industrial Marketing
- Merchandising
- Wholesaling Careers
- Other Sales and Marketing Occupations (Specify)

Science - Related
- Specify

Step Three

Starting in the left column with an occupation program and check off under the top column those unite of a vocational field that pertain to the occupation.

	DE		AG				B&O		IE				CH				OH				HEALTH				
Service Station Mgmt.	X		X				X		X		X	X	X	X											

Step Four

The resulting grid lists the competencies making up different occupational programs. Analyze the matrix for curriculum planning and for course scheduling. Possible ways to schedule are:

A) All students needing that common competency receive it at the same time. When a person goes to college he chooses a major and then goes to different areas which offer courses necessary for completing that major. Likewise, a student picking an occupational program major could go to different vocational fields for the competencies needed for his goal. Students needing that competency could take the training at the same time in large groups with small trailer groups for specialized applications.

1) Quearter Courses
2) Semester Courses
3) Tri-Semester Courses
4) Summer School
5) A year-long course - taken concurrently during the same year with another or taken a year previously.
6) Students could go into a class for a short period of time or work with an instructor via independently to the teacher of that vocational field.
7) Instructors could go into a class for a short period of time.

b) To assist in this concept students and/or instructors could be shared between schools using such concepts as the secondary vocational center. It is not an out-state rural concept as it has tremendous value for large towns as well.

Registration for Programs

Students could enroll in an occupational program-not a vocational field. It is possible to list and occupational program, a brief description of that occupational program, then list the different courses which when taken would fulfill all competencies necessary for that occupational program.

Most likely enrollment will be higher in vocational offerings since students would have a better idea of what it is that they are enrolling in when it is not something general like Sales and Marketing of Trade and Industry but something specific like Fashion Merchandising or Nursing. They could all be brought together during a full year or receive separate classes along with students needing that common course but pursuing a different career goal, etc. Currently, students have

to make the basic decision on what other courses the school has which would benefit them and have to take a course in Home Economics and a course in Distributive Education to pursue a career goal of Fashion Merchandising. It would be better to list such a course as Fashion Merchandising and then add such statements as: take two or three of the following from each field to complete the program.

A program can be a two hour time block for one year, one hour for two years, two hour instruction coming from one field solely or a combination of fields. A program can be one course or a series of courses. A student does not have to take two years of instruction or a two hour block of time for one year. Instead, they have to have the opportunity to take that if they so desire.

Programs	Distributive					Business and Office
	Selling	Sales Promotion	Buying Operations	Market Research	Management	
Accounting-Data Occupations						
*Accounting and Computing Occupations						
*Electronic Data Processing Careers						
*Information Communication Occupations						
*Other Accounting - Data Occupations						
Agribusiness Occupations						
*Agricultural Equipment						
*Forestry						
*Horticulture						
*Other Agribusiness						
Agriculture Production Occupations						
*Animal Sciences						
*Farm Equipment						
*Plant Sciences						
*Other Agricultural Production						
Air Transportation Occupations						
*Aircraft Operations						
*Ground Operations						
*Mechanical Repair and Service Careers						

SKILL PROFILE

MINNEAPOLIS PUBLIC SCHOOLS

Department of Vocational, Technical and Industrial Education

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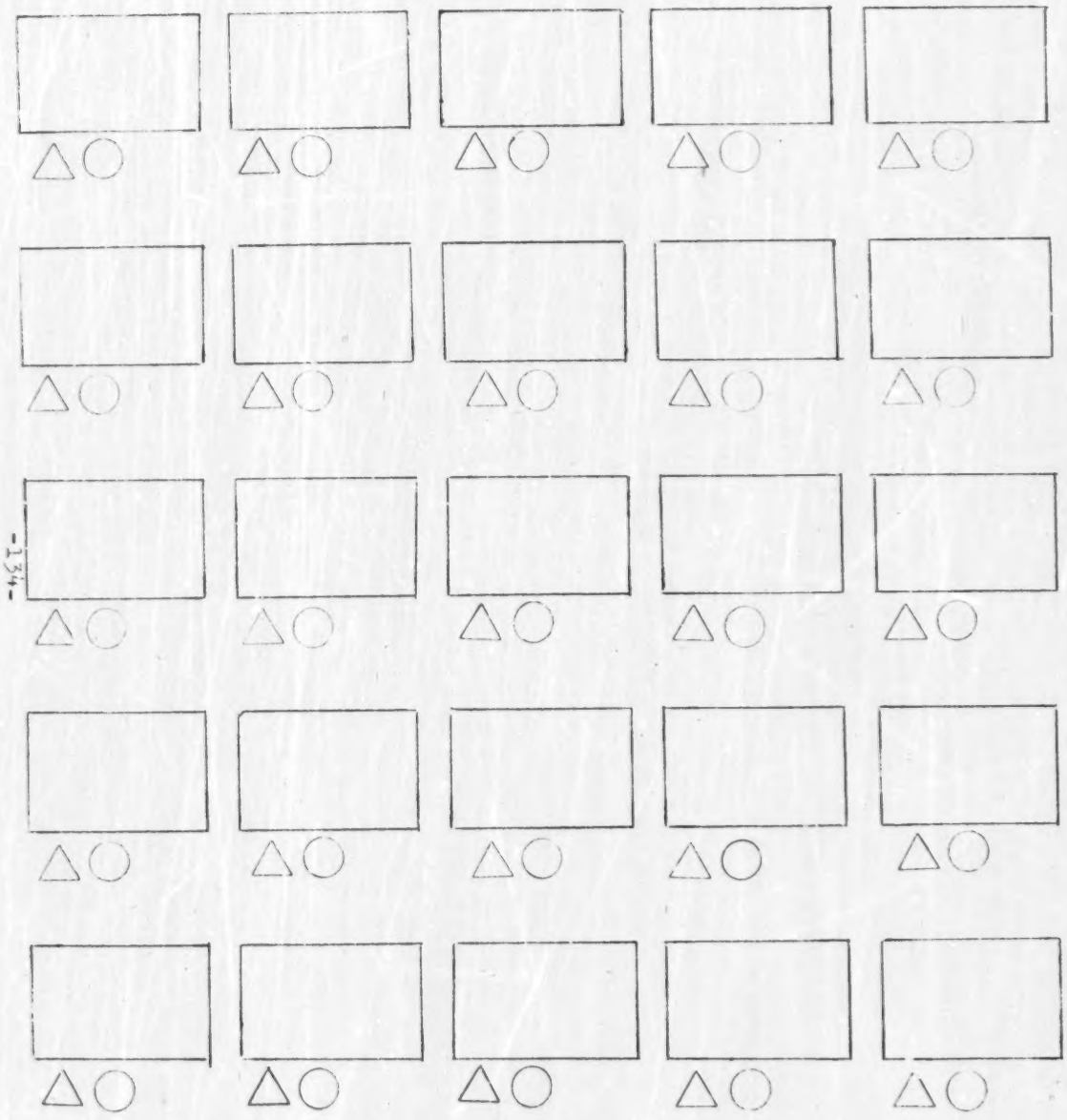
CURRICULUM FOR OCCUPATIONAL

EDUCATION

INSTRUCTIONS: At the end of each course complete the Skill Profile on the basis of the competencies the student has achieved. Send this SKILL PROFILE to the Department of Vocational, Technical and Industrial Education.

SKILL PROFILE for Student Name _____ Course _____ # _____

Instructor _____ School _____ Date _____



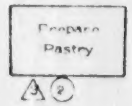
UNITS

RATING SCALE

Can perform this task satisfactorily without assistance and/or supervision with acceptable job entry level speed.	3
Can perform this task satisfactorily but requires periodic supervision and/or assistance.	2
Can perform this task, but not without constant supervision and some assistance.	1
Cannot perform this task satisfactorily for participation in a work environment.	0

CODE

△ Student Estimate of Competency

○ Instructor Estimate of Competency

SAMPLE: